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MONTANA HIGHER EDUCATION SYSTEMS
Office of Commissioner of Higher Education

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MEMORANDUM

TO: Richard Miller
State Librarian

FROM: Jane A. Karas, Assistant Commissioner for Technical Education, Office of the Commissioner of Higher Education

DATE: February 25, 1994

RE: Draft "Montana State Plan for Vocational Education" for Program Years 1995 and 1996

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 requires all states to submit to the U.S. Department of Education, a State plan for the two year period, for program years 1995 and 1996. Six copies of the draft of Montana's State Plan for program years 1995 and 1996 are enclosed.

The draft plan is complete except for the appendices that will be submitted with the final State Plan. The majority of the appendices provide supporting documentation for the text of the plan. They will be available for review upon request.

Enclosure (6)

STATE DOCUMENTS COLLECTION

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[DRAFT PLAN - FEBRUARY 25, 1994]

MONTANA

STATE PLAN FOR VOCATIONAL EDUCATION

IN ACCORDANCE WITH P.L. 101-392

THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

PROGRAM YEARS 1995 - 1996

(July 1, 1994 - June 30, 1996)

May, 1994

Montana Board of Regents of Higher Education
Office of the Commissioner of Higher Education
2500 Broadway
Helena, MT 59620-2602

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MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

(State Board for Vocational Education)

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Executive Officer of the Board of Regents

I. EDGAR CERTIFICATIONS

A. That the plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]

The **Montana Board of Regents of Higher Education** has been assigned the **sole state agency** responsibility for the Carl D. Perkins Vocational Education Act, and subsequent amendments, by the Montana State Legislature as codified in **section 20-15-102(1), MCA**. As sole state agency, the Montana Board of Regents of Higher Education functions as the **State Board** for the purposes of P.L. 101-392, and is eligible to submit Montana's State Plan for Vocational Education, and any amendments thereto, for any required Plan period;

B. That the State agency has authority under State law to perform the functions of the State under the program. [34CFR 76.104 (a)(2)]

The **Montana Board of Regents of Higher Education** has **authority** under Montana Law to perform the functions of the State under this program.

C. That the State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

The Montana State Plan may be carried out in accordance with the laws of the state of Montana;

D. That all provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

All provisions of Montana's State Plan are consistent with Montana State law;

E. That a State officer, specified by title in the certification, has authority under State law to receive, hold and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]

The State Treasurer has authority under state law to receive, hold, and disburse federal funds made available under the Montana State Plan. Federal funds disbursed to the State of Montana should flow through the Commissioner of Higher Education via **entity number 1810302402C4** for the Montana University System;

F. That the State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]

The **Commissioner of Higher Education**, acting as the Executive Officer for the Montana Board of Regents of Higher Education, has the authority to submit Montana's State Plan and any amendments thereto;

G. That the agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

The State Board formally adopts and approves the Montana State Plan as of the date of this certification.

H. That the plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

The Montana State Plan is the basis for State operation and administration of the provisions of P.L. 101-392 in Montana;

I. That a copy of the State plan was submitted into the State Intergovernmental Review Process. [Executive Order 12372]

Montana no longer has a State Intergovernmental Review process as established by Executive Order 12372 and Governor's Executive 11-83. A letter from the Office of the Governor is attached attesting to that fact (APPENDIX A).

_____ _____

Jim Kaze, Chairman — Date
Montana Board of Regents of Higher Education

_____ _____

Jeffrey D. Baker, Ph.D. — Date
Commissioner of Higher Education

ATTACH DEBARMENT, DRUG FREE AND LOBBYING CERTIFICATIONS

II. FINANCIAL REGULATIONS

A. ASSURANCES

1. The State will comply with provisions of Section 403.180, and will distribute all the funds reserved for the Secondary School Vocational Education Program and Postsecondary and Adult Vocational Education Programs to eligible recipients pursuant to Sections 403.112, 403.113, 403.116. [403.32(a) (6); 113(b) (5)]

2. As a component of the assurance described in paragraph (a) (15) (i) of this section, the State board will annually assess and include in the State plan a report on the degree to which expenditures aggregated within the State for career guidance and vocational counseling from allotments under Title II of the Act are not less than expenditures for guidance and counseling within the State under the Carl D. Perkins Vocational Education Act in Fiscal or Program Year 1988. [403.32 (a) (15) (ii); 113 (b) (20) (B)]

3. The State will provide for such fiscal control and fund accounting procedures as may be necessary to ensure the proper disbursement of, and accounting for, Federal funds paid to the State, including those funds paid by the State to eligible recipients under the act. [403.32 (a) (16); 113 (b) (21)]

4. Funds made available under Title II of the Act will be used to supplement,and to the extent practicable increase, the amount of State and local funds that would in the absence of those Federal funds be made available for the uses specified in the State plan and the local applications, and in no case supplant those State or local funds. [403.32 (a) (17); 516 (a) (1) (A)]

B. DESCRIPTIONS

1. The estimated distribution, for each instructional level---secondary, postsecondary, and adult---of funds to corrections educational agencies as prescribed by Section 403.100, of funds to local educational agencies, area vocational education schools, or intermediate educational agencies as prescribed by Sections 403.112 and 403.113, and of funds to eligible institutions as prescribed by Section 403.116. [403.32 (b) (4); 113 (b) (4)]

The estimated distribution of funds as prescribed by Sections 403.100, 403.112, 403.113 and 403.116 is:

Secondary	$2,088,683
Postsecondary	1,124,675
Corrections	42,845

Montana does not have any Perkins funded area vocational education schools, or intermediate educational agencies as prescribed by Section 403.113.

2. The criteria the State board will use---

a. For spending the amounts reserved for the State under Section 403.180 (b). [403.32(b) (5) (ii); 113(b) (6) (B)]

Montana uses the criteria set forth under Section 403.180(b) for spending the amounts reserved for the State. The projected budget table below demonstrates the allocation of Montana's formula allocated funds and Title III allocations, based on program year 1994 allocations. The formulae used for these allocations can be found on page 10.

Fund Accounting and Fiscal Control

a.) Fund Accounting
In order to trace Perkins Grant funds to a level of expenditure sufficient to insure monies are distributed in compliance with federal regulations, the Office of the Commissioner of Higher Education has established a discrete special revenue fund to separately record Perkins grant activity. Detailed subsidiary accounts are established within the special revenue fund to coincide with the programs outlined in P.L. 101-392 and also by project number within the program. Both the Office of the Commissioner of Higher Education (OCHE) and the Office of Public Instruction (OPI) utilize SBAS, which has been determined to meet Federal requirements. Local Education Agencies use the national GAAP.

b.) Fiscal Control
OCHE, with OPI, has established the following control mechanisms intended to insure Perkins grant recipients use funds in a manner consistent with federal regulations:

1. Grant recipients are required to submit detailed project budgets at the time they complete the RFP. When a project is accepted the grant recipient must supply a preliminary Disbursement & Estimated Requirements report in order to establish a disbursement schedule.

2. Quarterly disbursement and expenditure reports are required from each grant recipient by the 15th day of the month following the last day of each quarter.

3. Grant recipients who find it necessary to adjust planned expenditures must submit a written request for a

budget amendment if the adjustment exceeds 10% or more of the cost categories originally approved. OCHE/OPI will review the requested adjustment and advise the grantee. In no case may a grantee exceed the total grant awarded.

4. No disbursements will be made to a grant recipient until the reports are received. No disbursements will be made if the reports indicate the amount of case on hand exceeds their required needs. Montana adheres to the three day cash on hand requirement.

5. Grant recipients are required to return any unused grant funds to OCHE/OPI by September 1 following the end of the program year.

6. Fiscal reviews are performed on 100 percent of the grantees in a program year to ensure proper expenditure of grant funds and to ensure that equipment is purchased in accordance with federal Perkins regulations. Misuse of Perkins funds will be required to be repaid with non-federal funds.

7. Community-based organization who receive $25,000 or more of federal funds from all sources must contract with professional CPA firms to obtain audits not less frequently than every two years. A copy of the Audit report issued by the auditing firm must be submitted to OCHE/OPI for review. Audit requirements for all LEA's is required by state law not less frequently than every two years.

3. What method the State will use to distribute minimal amounts for the purpose Section 403.119(a). [403.32 (b) (20); 233 (a)]

Montana does not waive the distribution requirements for secondary school vocational education programs or the postsecondary and adult vocational education programs, since the State does not reserve 15 percent or less under Section 403.180(b)(1).

4. As appropriate, what method the State will use to distribute funds under Section 403.118. [403.32 (b) (21)]

Montana does not request the right to waive the distribution requirements for the postsecondary and adult vocational education programs.

Of the sixteen eligible postsecondary institutions offering vocational-technical education at less than the baccalaureate

degree level, only four will be excluded from access to these Title II funds, unless they form a consortium. However, those four institutions are four of the seven tribally controlled community college in Montana. The highest unemployment rate by identifiable population segment in Montana is that experienced by the residents of the seven reservations served by those tribal colleges. Further, although the highest percent of economically disadvantaged student enrollments in postsecondary vocational-technical education occurs in the tribal colleges, the total number of students represents less than a quarter of the state's vocational-technical student enrollment. The four tribal colleges were excluded from the funding process specifically due to the following facts:

1. P.O. 101-392 specifies an excessively restrictive minimum grant amount for participation in Title II funds at the postsecondary level. A minimum grant of $50,000 is an artificial and arbitrary barrier to participation. This restriction is particularly onerous for states with small populations and, therefore, low Title II awards.

2. P.L. 101-392 does NOT provide a waiver criterion such as that afforded LEA eligible recipients that recognizes the impact of serving rural, sparsely populated areas; and

3. P.L. 101-392 does NOT provide a waiver criterion that takes into consideration the proportion of disadvantaged students enrolled, but focuses solely on "number of economically disadvantaged individuals" involved; and

4. P.L. 101-392 gives the state the flexibility to distribute funds in more equitable manner than provided by the Act ONLY if either secondary or postsecondary education is given only 15 percent of the total amount available for formula-allocation under Title II. In Montana, that would amount to a total of $482,003 for all or either secondary vocational education or postsecondary vocational-technical education.

5. Except as provided in paragraph (a) of this section, from its allotment for the basic program authorized by Title II of the Act, a State shall reserve---

a. **At least 75 percent for the Secondary School Vocational Education Program and the Postsecondary and Adult Vocational Education Programs described in Section 403.111; [403.180(b)(1); 102(a)(1)]**

b. **Ten and one-half percent for the Program for Single Parents, Displaced Homemakers, and Single Pregnant Women**

described in Section 403.81 and the Sex Equity program in Section 403.91, as follows:

(1). Not less than seven percent for the Program for Single Parents, Displaced Homemakers, and Single Pregnant Women. [403.180(b)(2)(i); 102 (a)(2)(A)]

(2). Not less than three percent for the Sex Equity Program; [403.180(b)(b)(2)(ii); 102(a)(2)(B)]

c. Not more than eight and one-half percent for State Programs and State Leadership Activities describer in Sections 403.70 and 403.71; [403.180(b)(3); 102(a)(3)]

d. Not more than five percent or $250,000, whichever is greater, for administration of the State plan, [403.180(b)(4); 102(a)(4)]

(1). of which not less than $60,000 must be available for carrying out the provisions in Section 403.13, regarding the personnel requirements for eliminating sex discrimination and sex stereotyping; [403.180(b)(4)(i); 102(a)(4)]

e. One percent for Programs for Criminal Offenders described in Section 403.101. [403.180(b)(5); 102 (a)(5)]

The state of Montana adheres to the hold-harmless levels required. The funds allocated for each of the above areas are identified in the table on page six. In addition, the formulae used to allocate Perkins funds to eligible recipients are included on the following page.

	(4,284,478 x 75%)				
231 Secondary	(3,213,359 x 65%)	3,213,359			
232 Postsecondary	(3,213,359 x 35%)			2,088,683	
221 SP/DP/SPW	(FY 91 Hold Harmless Amount = 333,190)		7 90%	338,474	1,124,676
222 Gender Equity	(FY 91 Hold Harmless Amount = 137,196)		3 30%	141,388	
225 Corrections	(4,284,478 x 1%)		1 00%	42,845	
201 State Leadership	(42,284,478 x 6 96%)		6 96%	298,412	
State Administration			5 84%	250,000	
TOTAL TITLE II				1,071,119	1,071,119
					4,284,478
Montana FY 94 Title III Allocation					
Part A - CBO					54,700
Part B - C&H					170,576
Part E - Tech Prep					380,297
TOTAL TITLE III					605,573
TOTAL PERKINS FUNDS					4,890,051

Nature & Source of Calculations for Distribution of Funds:

FY 94 Local Application Funds (75%)	$3,213,359
FY 94 Higher Ed Share (35% of Local Appl. Funds)	$1,124,676
FY 94 Secondary Ed. Share (65% of Local Appl. Funds)	$2,088,683

1. Formula Allocated

sample allocation spreadsheet:

Higher Ed. Eligble Recipients	•••••1••••• Average # of Vo-tech students per term	•••••2••••• Average # Disadv Vo-tech Student per term	•••••3••••• Percent Disadv. Vo-Tech in ER	•••••4••••• Allocation based on Avg. # Disadv. VT student	•••••5••••• Aver. # Dis adv VT stud in schools w/ >$50,000	•••••6••••• Formula Allocation $50,000 or more
Billings VTC	456	242	53.07%	$87,039	242	$96,298
All other Recipients	4913	2819		$1,037,635	2,527	$1,026,377
GRAND TOTAL	5,427	3,127		$1,124,674	2,769	$1,124,675
	# headcount students enrolled in vo-tech ed for fall, spring, & summer terms divided by 3	# of Vo-tech students in column 1 who are Pell Grant recipients	column 1 divided by column 2	column 2 divided by total of column 2 multiplied by total higher Ed Share (35% of LAP funds) **DETERMINES THOSE WHO WLD BE ELIGIBLE FOR LESS THAN $50,000	If amount in column 4 is greater than 50,000 then carry forward amo in column 2 **ZEROS OUT THOSE DETERMINED TO REC'V < $50,000	amount in column 5 divided by total of column 5 multiplied by total higher Ed Share (35 % of LAP funds)

Secondary Level Subrecipient	•••••1••••• Chapter 1 allocation	•••••2••••• # Handicapped students (EHA)	•••••3••••• number of students enrolled	•••••4••••• 70% on Chapter 1 Basis	•••••5••••• 20% on Handicapped basis	•••••6••••• 10% on Secondary and Adult Ed. Basis	•••••7••••• Total Allocation	* = meets rural def.
Absorakee HS	$14,478	52	125	$1,662	$1,461	$411	$3534	*
All Other Recipients	$12,721,629	14821	63,407	$1,460,417	$416,276	$208,457	$2,085,150	
GRAND TOTAL	$12,736,007	14,873	63,532	$1,462,079	$417,737	$208,868	$2,088,684	
	States total distributed Chapter 1 allocation for secondary subrecipient	# of handicapped students served by subrecipient	# of students enrolled	amount in column 1 divided by total column 1 divided by 70% of total secondary share	amount in column 2 divided by total column divided by 20% of total secondary share	amount in column 3 divided by total column 3 divided by 10% of total secondary share	sum of column 1, 2 & 3	

III. SPECIAL POPULATIONS

A. ASSURANCES

1. The State board will develop measurable goals and accountability measures for meeting the needs of individuals who are members of special populations. [403.32(a)(3); 113(b)(3)(B)]

2. To the extent consistent with the number and location of individuals who are member of special populations enrolled in private secondary schools, the State will provide for the participation of those individuals in the vocational education projects, services, and activities assisted under Sections 403.122 and 403.113. [403.32(a)(5); 113(b)(3)(D)]

3. Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities. [403.32(a)(18); 118(a)(1)]

4. Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services and will not be discriminated against on the basis of their status as members of special populations. [403.32(a)(19); 118(a)(2)]

5. Vocational education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with section 612(5)(B) of the IDEA and will, if appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of the Act. [403.32(a)(20); 118(a)(3)(A)]

6. Students with disabilities who have individualized education programs developed under section 614(a)(5) of the IDEA, with respect to vocational education programs, will be afforded the rights and protection guaranteed those students under sections 612, 614, and 615 of that Act. [403.32(a)(21); 118(a)(3)(B)]

7. Students with disabilities who do not have individualized education programs developed under section 614(a)(5) of the IDEA or who are not eligible to have such a program, with respect to vocational education programs, will be afforded the rights and protection guaranteed those students under section 504 of the

Rehabilitation Act of 1073 (29 U.S.C. 794) and, for the purpose of the State Vocational and Applied Technology Education Programs, those rights and protection will include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described [in] Section 403.190(b)(3). [403.32(a)(22); 118(a)(3)(C)]

8. Vocational education planning for individuals with disabilities will be coordinated among appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies. [403.32(a)(23); 118(a)(3)(D)]

9. The provision of vocational education to each student with disabilities will be monitored to determine if that education is consistent with the individualized education program developed for the student under section 614(a)(5) of the IDEA, in any case in which an individualized education program exists. [403.32(a)(24); 118(a)(3)(E)]

10. The provision of vocational education will be monitored to ensure that disadvantaged students and students with limited English proficiency have access to that education in the most integrated setting possible. [403.32(a)(25); 118(a)(4)]

11. The requirements of the Act relating to individuals who are members of special populations---

a. Will be carried out under the general supervision of individuals in the appropriate State educational agency or State board who are responsible for students who are members of special populations; and [403.32(a)(26)(i)(A); 118(a)(5)(A)(i)]

b. Will meet education standards of the State educational agency or State board. {403.32(a)(26)(i)(B); 118(a)(5)(A)(ii)]

12. With respect to students with disabilities, the supervision carried out under paragraph (a)(26)(i) of this section will be carried out consistent with, and in conjunction with, supervision by the State educational agency or State board carried out under section 612(6) of the IDEA. [403.32(a)(26)(ii); 118(a)(5)(B)]

B. DESCRIPTIONS

1. The manner in which the State will comply with the requirements in the Act regarding access and services for individuals who are members of special populations and a description of the

responsiveness of programs to the special needs of those students. [403.32(b)(3); 113(b)(3)(A)]

The State Board specifically requires eligible recipients to discuss the services offered to meet the needs of special populations. Each eligible recipient, who applies for funds under the local application process, is required to provide the following information in their local application.

A. Completed enrollment data tables for EACH vocational education or vocational-technical education program in EACH participating agency, using a standard format as exhibited in (Appendix B);

B. Complete a funding distribution table (APPENDIX C)that identifies how they plan to use Perkins funds and other resources to achieve program improvement in those programs identified by their self-assessment as needing improvement AND that serve the highest concentrations of the five special populations. Priority must be given to those programs.

C. For each planned use of funds at each site or for each program, submit a complete set of objectives, planned activities, and evaluation criteria. Evaluation criteria and procedures must relate specifically to the initial statewide standards of performance for measuring project effectiveness.

D. Describe how the needs of EACH of the five special populations cited in the table will be assessed and describe the planned use of funds to meet such needs, including how students who are economically disadvantaged, students of limited English proficiency and students with handicaps will be assisted to succeed through supportive services such as counseling, English-language instruction, child care and special aids.

E. Describe how access to programs of good quality will be provided to students who are economically disadvantaged (including foster children), students with handicaps, and students of limited English proficiency through affirmative outreach and recruitment efforts.

F. Describe how the provision of vocational education to individuals who are members of special populations, including consistency with IEP's of handicapped students, will be monitored.

G. Describe the ACTIVE cooperation with the State's gender equity program.

H. Funding priority must be given to those programs needing improvement that serve the highest concentrations of individuals who are members of the special populations. For each assisted program, describe its size, scope and quality; how it provides equitable participation for the special populations consistent with the assurances stated in the application; and how the demonstrated occupational needs of the area have been considered when selecting programs to be assisted.

In addition, all eligible recipients must sign off on assurances that state:

As a condition of the use of P.L. 101-392 funds, this eligible recipient assures that it will provide vocational education instruction, activities and services in accordance with Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the Act. The eligible recipient will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

State and local funds will be used in the schools of this eligible recipient receiving Perkins funds to provide services which, taken as a whole, are at least comparable to services being provided in schools of this eligible recipient which are not receiving Perkins funds.

Perkins funds shall be used to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of Perkins funds be made available for uses specified in this application, and in no case supplant such state or local funds.

This eligible recipient will provide a vocational education program that (a) encourages students through counseling to pursue a coherent sequence of courses leading to a job skill; (b) assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care and special aids; (c) is of such size, scope and quality as to bring about improvement in the quality of education offered by the school; and (d) seeks to cooperate with the gender equity program carried out by the Gender Equity Coordinator of the sole state agency for the use of Perkins funds.

Annual reports of evaluation of effectiveness and progress of programs assisted with Perkins funds will be made to the appropriate state office in the manner designated by the sole state agency for the use of Perkins funds in Montana.

Each eligible recipient must also provide information concerning their services to special populations in their final narrative report. In addition to reporting on the accomplishment of their objectives and measures of performance (based on Montana's Core Standards and Measures), the final narrative report must include, for each vocational program assisted with Perkins funds during the program year, ALL the student progress and outcome information. Then with the full and informed participation of representatives of individuals who are members of EACH special population enrolled in the agency, conduct a program review of EACH assisted program to: identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs OR success in such programs for individuals who are members of special populations, evaluate the progress of individuals who are members of special populations in vocational education programs funded with Perkins funds, and evaluate the progress of vocational education programs assisted with Perkins funds in providing vocational education students with strong experience in, and understanding of all aspects of the industry the students are preparing to enter. (See APPENDIX D for local application).

2. How the State will comply with the provisions of Sections 402.32(a)(18)-(26), 403.115, and 403.205. [403.32(b)(12); 113(b)(23)]

Montana has adopted strict guidelines for the development and implementation of student Individual Education Plans (IEP). In Montana, students' IEPs are monitored, by the LEA Child Study Team, as part of the continuous evaluation process, to ensure that all students 16 years of age and older are actively pursuing a school-to-work transition plan. These plans require access to vocational training. School districts are required to monitor progress on IEPs and the LEA child study team must review a student's IEP at least once every two years. The special education staff of the Office of Public Instruction (State K-12 education agency) reviews each public school at least once every five years in its mandated state and Federal review process. In addition, vocational staff from the Office of Public Instruction monitor the utilization of IEPs for vocational students during their evaluation process.

The articulation process that Montana uses to establish goals for special populations consists of the following: Part of overall IEP process into vocational education.

All eligible recipients, in Montana, are required to use Montana's Core Standards and Measures (APPENDIX E). Evaluations of student progress and outcome are based on pre and post tests measures of competency attainment, placement into further education, employment or the military, and/or completion of a vocational-technical program. The use of baseline data measures any change in student outcome or progress as a result of Perkins funds.

Eligible recipients must address Montana's Core Standards and Measures in their Local Application. All objectives must be written so that they address the state standards and measures. State staff review all applications to ensure Montana's Core Standards are addressed by all eligible recipients in their local plans. In addition, all evaluations of local application objectives must be written in a format that addresses the state core standards and measures.

Montana has taken efforts to ensure that disabled students are provided programs and/or services in the least restrictive environment. The state of Montana has developed a comprehensive monitoring system and published a technical assistance guide for school districts which assists them in ensuring that students are receiving services in the least restrictive environment. Also, the state special education department of the Office of Public Instruction has developed a comprehensive system of personnel development which provides teacher and administrator in-services on this issue. Because Montana is a sparsely populated state with a total population of approximately 800,000 people spread over an area that would stretch from Washington, D.C. to Chicago, the majority of schools cannot provide separate non-mainstreamed classes for disabled students because of their size (less than 300 students). As a result of Montana's efforts to ensure that students are provided services in the least restrictive environment, only 266 students in grades (nine - twelve) were in self-contained, ungraded classrooms in 1992-1993. This is a reduction of over 50% in the last three years. Beginning with fiscal year 1995, there will not be any fiscal incentive to place secondary students in segregated classrooms. Montana has adopted a neutral fiscal funding policy that provides equal funding for disabled students regardless of placement.

The special education department of the State Education Agency (SEA) monitors the least restrictive environment requirement as part of its comprehensive monitoring system. This requirement is

also monitored as part of the vocational education evaluation process.

Special populations students are provided with the full range of supplemental services available in Montana. Montana school districts normally consist of only one secondary school (four our of 164 districts have more than one high school), therefore the disparity of supplemental services between schools in the same district is not an issue. Approximately 82 percent of Montana students were classified as rural isolated students by the U.S. Department of Education's Chapter 1 survey. During the school year 1992-1993, 44,608 students were enrolled in Montana's public schools in grades nine through twelve. Only 266 of the 44,608 students were not mainstreamed. The number of non-mainstreamed students has been decreasing each year, and is expected to continue to decrease because the last regular session of the state legislature changed the state special education funding law so that there will no longer be a financial incentive to place students in a non-mainstreamed environment. Special education services are provided in all secondary schools in Montana. Most secondary schools also offer Chapter 1 services. The state offers bilingual, migrant and refugee services through the SEA. Local districts requiring assistance with these special populations are provided assistance to meet individual student needs. The SEA has an active Title IV Gender Equity specialist who works cooperatively with the Perkins Act Gender Equity Coordinator. Over the past several years these two programs have jointly trained hundreds of vocational educators at the secondary and postsecondary levels on gender equity issue, and have extensive resource collections available to all educators.

The range of supplemental service available to special populations does vary from school to school. All the secondary school systems offer special aides to assist disabled students if those services are determined to be necessary by the child study team when it develops the child's IEP. Some of the larger systems offer child care and young parent programs to enable teen parents to remain in school. Alternative high schools that assist at-risk students in completing their education also operate in Montana.

Special programs are offered for incarcerated students in high schools that have such students enrolled. Montana has two youth correction facilities operated by the State Department of Family Services. Vocational education and career counseling are offered by both facilities.

At the secondary level, progress has been made towards gender equity in nontraditional programs. However, the trades and industry programs have not yet attained gender equitable

enrollment. The Gender Equity Coordinator is working closely with the staff of the Office of Public Instruction and with local schools to address these issues.

Montana students have constantly ranked number one in the Armed Service Vocation Aptitude Battery (ASVAB) test. Montana's vocational program are of high quality. The SEA updated its "Standards and Guidelines for Secondary Vocational Education" in Montana in August, 1993. The Montana Board of Public Education has adopted school accreditation standards that require a minimum of one guidance counselor for every 400 students, and all schools must provide counseling service to their students. All students and their parents must be made aware of the opportunities and availability of vocation education at least one year before it is generally available but no later than the start of the ninth grade. Montana has adopted a middle school concept that requires that all students be exposed to vocational education through a rotational process during middle school. This ensures that students experience vocational offerings non-traditional to their gender. The Montana high school graduation requirements adopted by the State Board of Public Education requires that all students must have at least one unit of vocational education/practical arts in order to graduate. The Montana Board of Regents has adopted a policy that allows in-state approved vocational education to be substituted for foreign language to meet the state college entrance requirements.

At the Postsecondary level Montana offers Perkins funded Vocational education at five Colleges of Technology, three state Community Colleges and three of the Senior units of the State University System, three of Montana's seven Tribal Community Colleges and various private trade schools. At the postsecondary level handicapped students are only identified if they seek supplemental services. The state postsecondary schools actively comply with ADA and section 504 requirements.

Students with financial needs at the postsecondary level are assisted with state and federal financial aid. Postsecondary students needing remedial help are referred to the local adult basic education program, or are assisted through special learning labs.

Students enrolled in programs nontraditional to their gender are encouraged and assisted by the on-campus counseling programs. Postsecondary Vocational education services are provided at the state adult correctional institutions and incarcerated adults at the pre-release centers may take training at postsecondary school where they are eligible for all supportive services provided to any other vocational student. The Gender Equity Coordinator works with

all Perkins funded vocational and vocational-technical programs to ensure that gender nontraditional students have access to and are fully participating in these programs.

Because of Montana's sparse population and rural nature, supplemental services are somewhat limited as compared to those found in more urban areas. However, the quality of Montana's services are a high.

The State Council on Vocational Education monitors and reviews the supplementary services provided to special populations. In a study that reviewed 100% of the local applications, the State Council on Vocational Education found that supplementary services are provided to special populations throughout Montana. The supplemental services, identified by the Montana Council on Vocational Education, that are provided to special populations students at the secondary and postsecondary levels include:

- curriculum modification
- room modification
- instructional aids
- vocational guidance
- peer tutoring
- coordination with other service providers
- equipment modification
- supportive personnel
- resource labs
- career education/exploration
- child care

Each applicant for Title II (75%) Basic Grant funds is required to assess the vocational education needs, including supplemental services, of its students who are members of the special populations targeted in P.L. 101-392. Each recipient is required to assess each of its programs and submit the assessment results to the state. Those assessments form the basis for addressing such needs through the use of Carl D. Perkins and other funds. Local applications are reviewed in relation to the results of the local assessments. If the local application does not address both local and statewide needs, it must be revised accordingly.

To ensure that the needs of special populations students are adequately addressed in the local applications, they are assessed in the following manner. A representative sample is reviewed by the individuals in the SEA who are responsible for supervising services provided to: disadvantaged students (ESEA Chapter I Director); handicapped students (Special Education Director); and limited English proficient students, (Bilingual/migrant/refugee coordinator). The Gender Equity Coordinator assesses **all** local applications from both secondary and postsecondary applicants. Applications are approved for funding only if they adequately address the vocational education needs of all special population students within their agency. Applicants that are not responsive

to these needs are given technical assistance to improve their application. Montana requires applications to sufficiently address these needs before funding is approved.

At the local level all handicapped students have IEP's developed by a child study team. These IEP's address the students individual vocational education needs and address a plan for transitioning the student to work at further training after completion of high school. Vocational education students eligible for Chapter I services also have team developed educational plans that address the individual educational needs of these students. Students enrolled in nontraditional programs and limited-english-proficient students receive services from the counseling department.

The student to teacher ratio in Montana is about 16 to one because of the rural nature of the state. This small student:teacher ratio allows for more personal attention which benefits the special population students because teachers can be more aware of students' special needs.

The following tables indicate the numbers of special population students enrolled in, their percentage of total enrollment and the average reported percentage of change on locally developed assessment instruments for all secondary projects funded under Carl Perkins.

AGRICULTURE EDUCATION

Special Population	Number	Percent of Enrollment	Percent of Change Reported
Handicapped	214	13.2%	35%
Disadvantaged	460	28.3%	20%
LEP	62	3.8%	59%
Non-Traditional	375	23.1%	31%
Total Enrolled	1623	100%	31%

TECHNICAL EDUCATION

Special Population	Number	Percent of Enrollment	Percent of Change Reported
Handicapped	275	7.5%	32%
Disadvantaged	1272	34.7%	36%
LEP	147	4%	-7.5%
Non-Traditional	923	25.2%	41%
Total Enrolled	3662	100%	41%

TRADE AND INDUSTRY

Special Population	Number	Percent of Enrollment	Percent of Change Reported
Handicapped	213	12.8%	24%
Disadvantaged	738	44.5%	39%
LEP	46	2.8%	70%
Non-Traditional	198	11.9%	60%
Total Enrolled	1660	100%	53%

BUSINESS EDUCATION

Special Population	Number	Percent of Enrollment	Percent of Reported Change
Handicapped	205	4.8%	35%
Disadvantaged	1597	37.2%	35%
LEP	284	6.6%	60%
Non-Traditional	855	19.9%	38%
Total Enrolled	4298	100%	38%

HOME ECONOMICS

Special Population	Number	Percent of Enrollment	Percent of Reported Change
Handicapped	180	6.1%	58%
Disadvantaged	1313	44.2%	25%
LEP	190	6.4%	63%
Non-Traditional	1051	35.4%	38%
Total Enrollment	2968	100%	60%

VOCATIONAL COUNSELING

Special Populations	Number	Percent of Enrollment	Percent of Reported Change
Handicapped	287	3.5%	28%
Disadvantaged	1220	14.8%	48%
LEP	18	.002%	100%
Males	4277	51.9%	55%
Females	3880	48.1%	55%
Total Enrollment	8236	100%	55%

Health Occupations

Special Populations	Number	Percent of Enrollment	Percent of Reported Change
Handicapped	3	23.1%	70%
Disadvantaged	8	61.5%	80%
LEP	0	0	N/A
Non-Traditional	0	0	N/A
Total Enrolled	13	100%	82%

There are no tables for marketing education, the smallest of the Vocational offerings in Montana. The reason no data is provided on marketing is because it did not rate high enough on local needs assessment for program improvement to receive assistance. The data gathering techniques did not provide useable data on program completers by special population by program for projects assisted with Carl d. Perkins Vocational Education funds.

The estimated incidence of handicapped in the student population is 11.6 percent. The estimated incidence of disadvantaged in the student population is 31% to 35%. The estimated incidence of LEP in the student population is 4.7 percent.

The following tables indicate the numbers of special populations students enrolled in all postsecondary Perkins funded projects.

AGRICULTURE EDUCATION

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	102	
Disadvantaged	100	
LEP	5	
Non-Traditional	32	
		101

MARKETING

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	1	
Disadvantaged	5	
LEP	1	
Non-Traditional	6	
		2

TECHNICAL EDUCATION

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	64	
Disadvantaged	202	
LEP		
Non-Traditional	89	
Corrections	2	
		218

CULINARY ARTS

Special Population	Number	Total Post-Secondary Enrollment
Handicapped		
Disadvantaged	26	
LEP		
Non-Traditional	11	
Corrections		
		26

LAW ENFORCEMENT

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	1	
Disadvantaged	67	
LEP		
Non-Traditional		
Corrections		
		131

TRADE & INDUSTRY

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	48	
Disadvantaged	398	
LEP	21	
Non-Traditional	47	
Corrections	1	
		431

HEALTH

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	105	
Disadvantaged	764	
LEP	32	
Non-Traditional	181	
Corrections		
		1230

BUSINESS

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	298	
Disadvantaged	1595	
LEP	50	
Non-Traditional	277	
Corrections	3	
		1672

TECHNOLOGY ED/IND ARTS

Special Population	Number	Total Post-Secondary Enrollment
Handicapped	18	
Disadvantaged	86	
LEP		
Non-Traditional	26	
Corrections		
		354

Joint planning among agencies for coordination of services to special populations occurs throughout the state. Agencies such as the Office of Public Instruction, the Office of the Commissioner of Higher Education, the Montana Council on Vocational Education, the Displaced Homemaker Network, the Department of Social and Rehabilitative Services, the Department of Labor, all eligible recipients, JTPA service providers, vocational rehabilitation agencies, and community-based organizations coordinate services to special populations on both a local and statewide level

All eligible recipients and community-based organizations seeking Carl Perkins funds must provide signed assurances that they will comply with the provisions of section 118 of the Act. The local application must include descriptions of the needs of the special population students and how the local application will address those needs. Individuals who are members of special populations must be provided with equal access to recruitment, enrollment, and placement activities. They must have equal access to the full range of vocational education and supportive services available to other students, including but not limited to, cooperative education, apprenticeship and career guidance. These services must be provided in the least restrictive environment. The individuals in the state who are responsible for students who are members of special populations will monitor schools to insure that these provisions are being met. These provisions are monitored by the state when applications are approved for funding and again when they are reviewed during the closeout process. This evaluation process also includes on-site evaluations. The state evaluates

each project for recruitment, enrollment, and placement of special populations students.

Each Carl Perkins recipient is required to inform special population students, their parents and the public that they do not discriminate against any protected class and that vocational programs and services are available to the. Programs are required to make students and their parents aware of the opportunities for vocational education at least one year before those programs are generally available to students but in no case later than the start of ninth grade.

In an effort to recruit and enroll special population students the state has provided numerous inservice opportunities to teachers, counselors and administrators. The state has expended a great deal of time and funds to increase career counseling at both the middle school and high school level. Montana has adopted the Montana Career Information System, operated by the state Department of Labor, as Montana's official computerized system because it contains specific Montana labor market information. This system is extensively used at both the secondary and postsecondary levels.

The small size of most Montana schools facilitates enrollment of special population students into programs because the student to teacher ratio is about 16 to 1. Placement services are equally available to all students enrolled in postsecondary vocational-technical education. Each postsecondary institution offers placement services.

At the postsecondary level, placement services may be provided by the counseling department or by individual vocational-technical instructors. Assistance with postsecondary training is provided to all students by the counseling departments. The state has adopted "Standards and Guidelines for Secondary Vocational Education in Montana" that require placement services for all approved vocational programs. Montana has also adopted the "National Career Guidelines" and the "Montana Counseling Guidelines" which provide for placement activities at the secondary level. In addition, all students over 16 years of age, who are served under IDEA, are required to have a transitional plan as part of their IEP.

Montana has been awarded a School-To-Work Opportunities Development Grant. Placement services, as a result of the proposed legislation, are expected to increase for all students in secondary education.

3. Which indices of economic status the State will use to determine the number of economically disadvantaged students

attending vocational educational programs for the purposes of Section 403.114. [403.32(b)(19); 231(d)(3)(A)]

Montana will determine the number of economically disadvantaged students attending secondary vocational education programs based upon the number of students counted for the purposes of section 1005 of Chapter 1. The state will determine the number of students attending postsecondary vocational technical education programs based upon the number of students receiving a Pell Grant, Bureau of Indian Affairs Assistance, or assistance under a comparable state program of need-based financial assistance. Montana will ensure that this data is non-duplicative with a cross-check system based upon student identification numbers at the postsecondary school.

IV. EVALUATION

A. ASSURANCES

1. The State board will conduct adequate monitoring of projects, services, and activities conducted by eligible recipients to ensure that the eligible recipients are meeting the goals described in paragraph (a)(3) of this section. [403.32(a)(4); 113(b)(3)(C)]

2. The State will develop and implement a system of standards for performance and measure of performance for vocational education programs at the State level that meets the requirements of Sections 403.301 and 403.202. [403.32(a)(7); 113(b)(8)]

B. DESCRIPTIONS

1. How the State will implement program evaluations with eligible recipients as prescribed in Sections 403.191, 403.192, 403.201(a)(3) and (4), and 403.204. [403.32(b)(9); 113(b)(13)]

In order to adequately monitor programs conducted by eligible recipients to ensure that such programs within Montana are meeting the intent of P.L. 101-392, the state staff will carry out performance reviews of 100% of the participating eligible recipient agencies of the previous program year in the fall of each program year: e.g., reviews of program year 1995 activities that end on June 30, 1995 will be reviewed in the fall of 1995.On-site reviews will be conducted in the fall following the program year end, as well. These on-site reviews will include: verification of special populations data reported in annual reports submitted by LEAs and postsecondary education institutions in relation to their two-year local allocation plans; review of subrecipient documentation of services provided in accordance with the terms of the approved

local application or one-year grant proposal; verification of evaluation criteria in terms of congruency with statewide core standards and measures of performance; review of fiscal documentation; and examination of equipment and inventory control.

As stated above, Montana monitors funded programs in two ways. First, the state evaluates each funded program each year with a desk review done as part of the yearly closeout. Second, the state conducts on-site program reviews of approximately 25 percent of funded recipients, each year. The state evaluation process over the past three years has shown that Perkins funds have resulted in:

1. a heightened awareness of the vocational needs of special population students;

2. an increased attention to the vocational needs of special population students;

3. a significant improvement in program quality of selected vocational programs at the local level;

4. a statewide improvement in vocational programs;

5. an expansion of career guidance programs resulting in greater access to programs for all students;

6. an expansion in the awareness of vocational teachers and administrators regarding gender equity issues;

7. improved coordination between vocational teachers, special education teachers and Chapter 1 teachers;

8. an increase in teen parent programs;

9. improvement in district planning;

10. improved awareness of vocational education among school administrators;

11. vocational enrollment at the secondary level has increased from 28,000 to 35,000 students;

12. supportive services available to special populations students has increased;

13. vocational student organizations have increased in number and enrollment at both the secondary and postsecondary level;

14. an increase in the number of special education students enrolled in the regular vocational programs;

15. an increased awareness of student accountability; and

16. the implementation of tech-prep programs.

The evaluation process has shown that Perkins funds have had a significant, positive impact on local vocational education programs.

ANNUAL EVALUATION REQUIREMENTS

Each recipient of Perkins funds will annually evaluate the effectiveness for the program(s) conducted with Perkins funds. The evaluation must include the "Montana Initial Core Standards and Measures of Performance and Program Effectiveness," issued in February, 1991, and reviewed by the Committee of Practitioners in November 1993. As part of the annual evaluation, each recipient of a local allocation under Title II, Part C must:

1) review programs, with the full and informed participation of representatives of individuals who are members of special populations, to:

   a) identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs OR success in such programs for individuals who are members of special populations; AND

   b) evaluate the progress of individuals who are members of special populations in vocational education programs funded with Perkins funds; AND

2) evaluate the progress of vocational education programs assisted with Perkins funds in providing vocational education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter.

This annual evaluation and the final fiscal year report for use of Perkins funds, is due to the state offices no later than August 31 of the ending program year. The annual assessment information that must be provided, at minimum, by local allocation recipients is included in the Annual Evaluation Format (APPENDIX F). The Final Report Form that summarizes the results of all competitively funded Perkins projects is included in APPENDIX G.

LOCAL PROGRAM IMPROVEMENT PLAN

Each recipient of a two-year allocation of Title II funds under Part C of the Perkins Act must determine whether substantial progress has been made in meeting "Montana's Initial Core Standards and Measures of Performance and Program Effectiveness" (or any subsequent amendments). This determination must be based on a minimum of the annual evaluation described above. **"Substantial progress" is defined as achievement of at least the 80% standard of student competency gains in Perkins-assisted programs OR improvement over the locally established baseline in student outcomes for the majority of programs assisted**. Therefore, if only one or two programs are assisted, progress must be made in these assisted programs.

If substantial progress has not been achieved, the recipient agency must develop a plan, in consultation with teachers, parents and students concerning program improvement in the next school year. The plan must describe how the recipient agency will identify and modify programs funded with Perkins funds including:

1) a description of vocational education and career development strategies designed to achieve progress in improving the effectiveness of the funded program; AND

2) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

If this local improvement plan requires a change in the objectives, activities and/or initially planned and approved expenditures of Perkins funds, the eligible recipient agency must file a Local Application Modification to the Office of the Commissioner of Higher Education or to the Office of Public Instruction by August 31, 1995. The Local Application Modification will be reviewed by the appropriate state staff and revised approved budgets will be issued by September 30, 1995.

Montana has utilized the results of past evaluations to modify the local application process. Technical assistance is provided to all eligible recipients in all areas found to be in need of improvement during evaluations.

As a result of evaluations, if the State finds that a local recipient has not satisfactorily met their local improvement goals, they are required to submit a Program Improvement Plan. State vocational education staff provide technical assistance to local recipients in designing such a plan. During the past three program

years, there have been approximately six Program Improvement Plans required of eligible recipients, by the state.

The instruments used during on-site program reviews are attached in Appendix H.

In addition, 34 CFR, Part 100, Appendix B requires state agencies responsible for vocational education to monitor vocational education service providers that receive federal assistance from the U.S. Department of Education for compliance with the "Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap." This responsibility includes conducting periodic compliance reviews, providing technical assistance, and annually reporting activities and findings.

These responsibilities are conducted for postsecondary education agencies by the staff of the sole state agency, and are delegated to the Office of Public Instruction for secondary schools and agencies. Compliance monitoring activities are conducted in accordance with the "Methods of Administration" dated 1988 and approved by the U.S. Department of Education in September of 1989. The monitoring schedule is designed so that every vocational education service provider that receives financial support from the U.S. Department of Education will be reviewed a minimum of once in five years and 25% of those providers will receive a thorough on-site compliance review in the same period.

V. SEX EQUITY, DISPLACED HOMEMAKERS, SINGLE PARENTS, AND SINGLE PREGNANT WOMEN

A. ASSURANCES

1. In the use of funds available for programs for singe parents, displaced homemakers, or single pregnant women under 403.81, the State will---

a. Emphasize assisting individuals with the greatest financial need;

b. Give special consideration to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment. [403.32(a) (8)]

2. The State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex. [403.32(a) (9)]

The Gender Equity Coordinator will ensure that priority for services is given to individuals with the greatest financial need and that special consideration is given to displaced homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.

During Program Year 1992, there were 132 (128 females, 4 males) single parents/displaced homemakers, and single pregnant women served at the secondary level and 349 (342 females, 7 males) served at the postsecondary level.

Single parents, displaced homemakers, and single pregnant women received services from two secondary schools and one community based organization. The services provided included computer skills and word processing training, vocational counseling to teen parents and career awareness and information. One program, which provided vocational counseling to teen parents, reduced the teen parent dropout rate from 31% to 18%.

There were nine postsecondary programs that provided services to single parents, displaced homemakers and single pregnant women. Several agencies provided a variety of services. Nine of the agencies providing these services were community based organizations, and eight of these were state Displaced Homemaker Programs. Seven programs provided computer literacy, software application and office skills training. Two programs offered motivational training in preparation for vocational education and developing marketable skills. Eliminating math anxiety was the

focus of two programs. Five of the programs included an emphasis on gender nontraditional vocational education and careers for women. Daycare was the supportive service used most by program participants.

During program year 1993, there were 28 (25 females, 3 males) single parents.displaced homemakers/single pregnant women served at the secondary level and 512 (501 females, 11 males) served at the postsecondary level.

Single parents, displaced homemakers, and single pregnant women at the secondary level received services from one secondary school. Services included computer skills training, including accounting and spreadsheet classes. Child care was also provided.

There were eleven postsecondary/adult programs that provided services to single parents, displaced homemakers and single pregnant women. All eleven agencies were community based, state displaced homemaker programs; two were affiliated with community colleges. Services provided by these agencies included marketable computer skills training, job seeking skills, interest/skills and vocational assessment, life skills training, math skills development, and math skills anxiety reduction, financial aid information, sexual harassment/gender equity training, career guidance career exploration, support groups, and support services such as daycare and transportation assistance.

For program year 1994 there are twelve projects funded to serve displaced homemakers, single parents and single pregnant women, and seven gender equity projects funded to eliminate sex bias and sex discrimination in vocational education. Some of the services offered in the current program year are support services, such as daycare, transportation and support groups. Computer literacy training, prevocational assessment and nontraditional career exploration, self-esteem, career guidance and planning, job shadowing and field experience are other services being offered in the current program year.

Montana uses a unique service delivery system for the single parent, displaced homemakers and single pregnant women set-aside. There are 14 Displaced Homemaker Centers which together provide services to all areas of Montana, including several successful outreach programs to meet the needs of the more rural areas of the state. All centers participate with other agencies on a competitive basis in the RFP process.

The Network meets biannually to coordinate services throughout the state. The majority of the Montana Displaced Homemaker Network centers fund their activities with a combination of federal, state,

and local funds. The centers receive funds from the Job Training and Partnership Act (JTPA), Job Opportunities and Basic Skills (JOBS), and the Carl D. Perkins Vocational and Technology Education Act, as well as state funds derived from a portion of the state's unemployment insurance collections. The variety of funding sources allows the centers to meet a comprehensive set of service needs of the targeted population.

Support Services provided to single parents, displaced homemakers, and single pregnant women consist of daycare, transportation assistance, support groups, guidance and counseling, career counseling, and financial aid information.

Economic disadvantage is verified by: receipt of Pell Grant or AFDC payments, eligibility for foodstamps, free or reduced price lunch program, income verification (income tax records), migrant status. Those individuals determined to have greatest financial need are given priority.

4. Description of the special consideration given to displaced homemakers who must prepare for paid employment.

The state will emphasize assisting individuals with the greatest financial need and will give special consideration to displaced homemakers, who because of divorce, separation, or the death of a spouse must prepare for paid employment when distributing the available funds.

In Montana, section 221 grants are competitively awarded with preference given to:

1. highly ranked proposals;
   a. serving displaced homemakers;
   b. that address the Gender Equity Coordinators annual plan priorities; and
2. geographic distribution of services

The request for proposal (RFP) for Section 221 funds is attached as APPENDIX I.

Enrollment in traditionally single-sex programs at the secondary level has been gender equitable in all but three areas; Industrial Arts/Technology Education, Trades and Industrial Technology, and Agriculture. Change has occurred most dramatically in Industrial Arts/Technology Education with an increase in female enrollment of over 300%. The following table shows secondary Vocational Education programs in Montana, and the percentage of female enrollment:

PROGRAM	PERCENT FEMALE ENROLLMENT		
	1990-91	1991-92	1992-93
Home Economics	69.9%	68.6%	65.4%
Business	66.5%	62.4%	54.6%
Industrial Arts/Technology Education	9.9%	9.6%	29.4%
Trades and Industrial Technology	8.0%	7.9%	17.0%
Agriculture	21.5%	18.5%	23.4%
Marketing Education	56.0%	51.4%	NA
Health Occupations	45.0%	66.0%	NA
Basic TV Productions	NA	48.6%	NA

Enrollment in vocational programs at the postsecondary level has not achieved the gender equitable enrollments of secondary vocational education, though there have been dramatic changes in most areas. For Program Year 1992 Agriculture and Law Enforcement had no representation by gender nontraditional students (female) and in Program Year 1993, only Law Enforcement lacked gender nontraditional students (female). The following table shows postsecondary Vocational Education programs in Montana, and the percentage of nontraditional student enrollment (duplicated):

PROGRAM	PERCENT ENROLLMENT 1991-92	1992-93
Agriculture	0.0%	13.3%
Marketing	9.0%	46.0%
Technical	1.2%	25.0
Culinary Arts	7.7%	28.0%
Law Enforcement	0.0%	0.0%
Trade and Industry	9.5%	9.1%
Health	7.6%	16.7%
Business	8.0%	12.4%
Technology Education and Industrial Arts	14.2%	20.0%

The RFP for Section 222 funds is attached as APPENDIX J.

The degree to which Montana is meeting the requirements of Section 403.13 is outlined below.

The Gender Equity Coordinator is responsible for the administration of programs serving displaced homemakers, single parents, and single pregnant women described in 403.81 and the sex equity program described in 403.91.

The Annual Report of the Gender Equity Coordinator is the compilation of Montana data concerning the adequacy and effectiveness of vocational land technical education and employment, trends in the labor market, emerging fields and nontraditional occupations for women. The Gender Equity Coordinator's Annual Report is also the document responsible for highlighting:

> the status of male and female students and employees being served by Perkins funded programs serving single parents, displaced homemakers and single pregnant women and programs to eliminate sex bias and stereotyping.

The Gender Equity Coordinator is responsible for reviewing and commenting upon all grant applications received for Perkins funds for all sections, and including sections 221 and 222. Each

applicant is required to develop and implement a plan indicating active participation with the state's Gender Equity Coordinator to eliminate sex bias and stereotyping in vocational education and employment, and ensure that the needs of women and men in nontraditional jobs are met.

The Gender Equity Coordinator will be responsible for reviewing vocational programs, including career guidance counseling and make recommendations concerning any practice that may contribute to sex bias and stereotyping, and work with program directors and career counselors in the development of programs that eliminate sex bias and stereotyping, in particular in high technology areas and the areas nontraditional for women.

The Gender Equity Coordinator is responsible for submitting recommendations to the State Board, to be included in the State Plan concerning policies and programs that can overcome sex bias and stereotyping in programs serving single parents, displaced homemakers, and single pregnant women and programs to eliminate sex bias and stereotyping; vocational educational programs, including career guidance and counseling, and programs that can increase the numbers of women in on traditional and technology occupations.

The Gender Equity Coordinator submits to the State Board the Annual Report on the status of programs in the state that address sex bias and sex stereotyping, and other recommendations as necessary.

The Gender Equity Coordinator reviews proposed actions on grants, contracts and the policies of the State board to ensure that the needs of women are addressed in the administration of the Act

The Gender Equity Coordinator develops programs and provides technical assistance concerning programs of information and outreach to women concerning education and employment in nontraditional and technical occupations; provides technical assistance and advice to secondary and postsecondary institutions and other interested parties on increasing and expanding vocational opportunities for women.

The Gender Equity Coordinator assists administrators, instructors and counselors in implementing programs and activities that will increase enrollment and retention for women in nontraditional programs.

The Gender Equity Coordinator develops an Annual Plan addressing the goals and objectives for the use of funds for programs described in 403.81 and 403.91, to include: managing the distribution of such funds; monitoring the use of such funds by

recipients; evaluating the effectiveness of programs and activities supported by such funds.

Available funds for 403.81 are distributed on a competitive basis with preference given to: highly ranked proposals serving displaced homemakers; highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities; and, geographic distribution of services.

Available funds for 403.91 are distributed on a competitive basis with preference given to highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities and geographic distribution of services.

The Gender Equity Coordinator will ensure that all programs funded in category 403.81 and 403.91 are of sufficient size, scope and quality to be effective and that the grant recipients supply data appropriate to the individuals served in order to permit evaluation of the effectiveness of the program. "Montana's Initial Core Standards for Measures of Performance and Program Effectiveness" apply to this evaluation function, as well as other standards established by the Gender Equity Coordinator.

Evaluation of the effectiveness of programs receiving funds is managed by requirements that grant recipients must submit information about their respective programs. This information is complied through the use of quarterly program reports, final narratives reports, and annual program review.

Eliminating sex bias and sex stereotyping in Consumer and Homemaking Education Programs is addressed. All Consumer and Homemaking education funded projects must have at least one outcome that address gender equity and active coordination with the Gender Equity Coordinator.

$60,000 is reserved to be used solely to fulfill the requirements for a full time Gender Equity Coordinator and reasonable support staff.

In program year 1992, there were twelve projects funded under Section 221 serving Displaced Homemakers, Single Parents, and Single Pregnant Women. Project names, recipient agency and total Perkins funds awarded are as follows:

1. Women's Resource Center $28,574

NEW OPTIONS PROGRAM
Prevocational assessment and planning services in preparation for vocational education and training for marketable skills for single

parents, displaced homemakers and single pregnant women in Beaverhead and Madison counties.

2. YWCA/WORKPLACE $30,352

COMPUTER LITERACY/OFFICE SKILLS TRAINING
A project designed to provide computer and modern office technology training to single parents, displaced homemakers, and single pregnant women who identify training in these areas as a necessary prerequisite to finding gainful employment to become self-sufficient.

3. Career Training Institute $34,921

MARKETABLE SKILLS TRAINING/COMPUTER LITERACY, SOFTWARE
A project designed to provide essential office skill training and computer skills necessary for immediate employment in the Helena and surrounding area.

4. YWCA Women's Center $24,945

LET ME DO IT: REDUCING MATH ANXIETY
A project focused on reducing math anxiety so that displaced homemakers, and single parents will enroll in and complete math classes, GED, upgrade skills, and/or enter into specific vocational preparation so that they may train for careers that are economically and psychologically productive.

5. W.O.R.D., Inc. $35,000

GEARING UP FOR NONTRADITIONAL EMPLOYMENT
A project designed to recruit women for training in truck driving or surveying, consisting of a combination of classroom learning, and "hands on" field experience that will lead to either placement in employment or additional training.

6. Career Futures, Inc. $35,000

PREVOCATIONAL/MOTIVATIONAL/ATTITUDINAL TRAINING AND OUTREACH
A project to provide prevocational, assessment and planning services to displaced homemakers, single parents and single pregnant women in preparation for vocational training and/or education for marketable skills in areas of current demand to achieve participant self-sufficiency.

7. Career Transitions $34,924

COMPUTER LITERACY/OFFICE SKILLS TRAINING

A project designed to provide office technology training for displaced homemakers, single parents, and single pregnant women who need current technology training to find employment to become self sufficient.

8. Montana AFL-CIO $28,955

PROJECT CHALLENGE SKILLS UPGRADE/SEX EQUITY
A project designed to provide services to overcome the barriers of basic illiteracy, lack of proper counseling and failure to provide access to proven training for gender nontraditional individuals.

9. District IV Human Resource Development Council $21,972

TECHNOLOGICAL SKILLS FOR TODAY'S OFFICE/EQUITY TRAINING
This office model program was designed to assist displaced homemakers in the attainment of marketable skills that would allow them to compete in a labor where technology has experienced rapid advances.

10. Young Parents' Education Center $17,400

PREVOCATIONAL OUTREACH/SINGLE PARENT AND PARENTING STUDENTS
A project designed to reduce the dropout rate among single pregnant women and parenting women, and to assist single pregnant and single parenting women with enrollment in postsecondary education and training.

11. Young Families Program $35,000

DIRECT SERVICES FOR SINGLE SCHOOL-AGE PARENTS
A project designed to provide pregnant and parenting adolescents with parenting, communication, and interpersonal relationship skills, daycare services and encouragement to complete high school and continue into further education and/or career opportunities.

12. Big Sandy High School $11,593

TRAINING/RETRAINING SINGLE PARENTS/DISPLACED HOMEMAKERS- COMPUTER SKILLS
A project designed to provide displaced homemakers, single pregnant women and single parents training in computer literacy, through Big Sandy High School.

In Program year 1992, there were six projects funded with Section 222 funds serving secondary and postsecondary programs developed to eliminate sex bias and sex discrimination for individuals in nontraditional occupations and training. Project names, recipient agency and Perkins funds awarded are as follows:

1. Flathead Valley Community College $34,871

WOMEN IN FORESTRY
The Women in Forestry Program was designed to inform young women of employment opportunities in forestry, and to provide limited financial aid to assist attendance in vocational forestry programs.

2. YWCA Women's Center $24,621

INCREASING SEX EQUITY AWARENESS/EXPLORATION OF NONTRADITIONAL CAREERS
A project focusing on increasing awareness about nontraditional opportunities for women in need of education and training to achieve self-sufficiency.

3. Dawson Community College $ 1,914

EQUITY AT DAWSON COMMUNITY COLLEGE AND ITS OUTREACH SITES
A project to increase the level of equity awareness on the Dawson Community College Campus, and to it's outreach sites. To provide information about nontraditional opportunities for women.

4. Northern Montana College $23,768

BROADENING CAREER CHOICES: NONTRADITIONAL CAREERS
A program to recruit, and place students into nontraditional occupations, provide role models of individuals in nontraditional occupations, and support services such as daycare.

5. W.O.R.D., Inc. $35,000

VOCATIONAL PREP PROGRAM FOR PREGNANT AND PARENTING ADOLESCENTS
A project designed to provide at risk pregnant and parenting teens career readiness training, in an effort to reduce the drop out rate of these at risk teens.

6. Mountain View School $18,251

PREPARING AT-RISK STUDENTS FOR NONTRADITIONAL JOBS
A project to provide at risk female offenders information on career exploration and nontraditional occupations.

In program year 1993, there were thirteen projects funded under Section 221 serving Displaced Homemakers, Single Parents, and Single Pregnant Women. Project names, recipient agency and total Perkins funds awarded are as follows:

1. Career Training Institute $34,884

COMPUTER LITERACY/VOCATIONAL COMPUTER SKILLS TRAINING
A project designed to provide marketable skill training in the areas of word processing, spreadsheet application, and necessary support services such as career counseling and placement.

2. Career Futures, Inc. $35,000

ECONOMIC SELF-SUFFICIENCY: NONTRADITIONAL/ APPRENTICEABLE
A project designed to promote growth and development, career decision making, job search skills and computer literacy services to displaced homemakers, single parents, and single pregnant women in preparation for vocational training, education, or apprenticeship.

3. YWCA/WORKPLACE $35,000

COMPUTER LITERACY/OFFICE SKILLS TRAINING
A project designed to provide computer and modern office technology training to single parents displaced homemakers, and single pregnant women who identify training in these areas as a necessary prerequisite to finding gainful employment and becoming self-sufficient.

4. Women's Resource Center $19,284

IBM COMPUTER LITERACY TRAINING
A project designed to provide single parents, displaced homemakers and single pregnant women with marketable IBM computer skills that will lead to employment and self-sufficiency.

5. W.O.R.D., Inc. $35,000

GEARING UP FOR NONTRADITIONAL EMPLOYMENT
A project designed to develop agency interventions to increase gender nontraditional enrollment and retention in postsecondary, apprenticeship or other approved vocational education programs, and to offer prevocational, assessment and planning services in preparation for vocational education and training for marketable skills.

6. Career Transitions $33,561

COMPUTER SKILLS/OFFICE SKILLS TRAINING
A project designed to provide displaced homemakers, single parents and single pregnant women with the training necessary to become employable through computer literacy.

7. Big Sandy High School $11,631

TRAINING/RETRAINING ADULT SINGLE PARENTS IN COMPUTER SKILLS
A project designed for single parents, single pregnant women,nd displaced homemakers to provide computer literacy training for gainful employment.

8. YWCA Women's Center $17,821

WORKSHOPS: REDUCTION OF MATH ANXIETY
A project designed for displaced homemakers, single parents and single pregnant women to offer workshops that will help to eliminate math anxiety, and encourage exploration of careers that may require an advanced knowledge of math.

9. Flathead Valley Community College
Lincoln County Campus $34,325

IMPROVING COMPUTER LITERACY
A project designed to provide vocational and career assessment and exploration, and to develop computer literacy for displaced homemakers, single parents, and single pregnant women.

10. Miles Community College $23,570

MOTIVATIONAL TRAINING: VOCATIONAL EDUCATION, TRAINING, JOB PLACEMENT
A project designed to provide motivation, self-esteem and career exploration, training and assessment for displaced homemakers, single parents, and single pregnant women who are entering vocational and/or postsecondary education.

11. District IV Human Resource Development Council $35,000

TODAY'S OFFICE: AUTOMATED OFFICE SKILLS/EQUITY TRAINING
A project designed to provide train gin computer literacy and modern office technology, and encourage exploration of nontraditional careers and gender equity training for displaced homemakers and single pregnant women.

12. Dawson Community College $24,779

PREVOCATIONAL ASSESSMENT AND ADVISING
A project designed to provide prevocational assessment and career guidance for displaced homemakers, single parents, and single pregnant women enrolled in Dawson community college.

13. Young Parents Program $10,111

PREVOCATIONAL OUTREACH PROJECT

A project designed to reduce the dropout rate among single pregnant and parenting teens, to assist single parent and single pregnant students in preparation for postsecondary education and training programs.

In Program year 1993, there were six projects funded with Section 222 funds serving secondary and postsecondary programs developed to eliminate sex bias and sex discrimination for individuals in nontraditional occupations and training. Project names, recipient agency and Perkins funds awarded are as follows:

1. W.O.R.D., Inc. $35,000

FUTURES: VOCATIONAL PREP FOR PREGNANT AND PARENTING ADOLESCENTS
A project designed for single parents and single pregnant women to promote and educate about career readiness, and exploration of nontraditional opportunities.

2. Career Futures, Inc. $ 4,298

CAREER OPTIONS WORKSHOPS
A project designed to provide students career self assessment opportunities, information about career opportunities, and assistance in developing a program of study.

3. Career Transitions $33,013

PREPARATORY SERVICES, TRAINING: OVERCOMING BARRIERS
A project designed to recruit, retain, and place women into nontraditional employment or training through gender equity awareness training, and "hands on" job shadowing with several local and community employers.

4. YWCA Women's Center $32,230

VOCATIONAL CROSSOVER PROGRAM
A project focused on nontraditional career exploration in an effort to increase enrollment at the local Vocational Technical Center in program areas that have little or no gender equitable enrollment.

5. Flathead Valley Community College
Lincoln County Campus $19,333

EQUITY IN EMPLOYMENT: WOMEN IN TRADITIONAL VOCATIONAL EDUCATION CLASSES
A project designed to offer women enrolled in traditionally female vocational programs the information and knowledge needed for employment in the natural resource industry.

6. Superior High School $17,389

INCREASED GENDER EQUITY ENROLLMENT: TECHNOLOGY EDUCATION TRAINING
A project designed to develop a non-sexist technology education curriculum, give 100% of Superior High School students information about nontraditional careers and to increase gender balanced enrollment in technology education classes.

For program year 1994, there are twelve projects funded under Section 221 currently serving Displaced Homemakers, Single Parents, and Single Pregnant Women. Project names, recipient agency and total Perkins funds awarded are as follows:

1. YWCA Women's Center $24,443

ELIMINATING COMPUTER ANXIETY IN PREPARATION FOR VOCATIONAL EDUCATION OR EMPLOYMENT REQUIRING COMPUTER TECHNOLOGY SKILLS
A project designed to address inadequate computer technology skills and /or fear of acquiring computer skills that may inhibit occupational choice and career selection for displaced homemakers, single parents and single pregnant women.

2. Career Transitions $33, 973

COMPUTER SKILLS / OFFICE SKILLS TRAINING FOR SINGLE PARENTS/DISPLACED HOMEMAKERS/SINGLE PREGNANT WOMEN
A project designed to provide single parents, displaced homemaker and single pregnant women with the computer technology skills necessary to compete in the job market.

3. Young Parents Education Center, Inc. $14,000

PREVOCATIONAL OUTREACH PROJECT FOR SINGLE PREGNANT AND PARENTING STUDENTS
A project designed to reduce the dropout rate of parenting teens, make referrals to postsecondary education and training programs, and to provide information about nontraditional careers.

4. Career Development Program - Miles Community College

MOTIVATIONAL TRAINING IN PREPARATION FOR VOCATIONAL EDUCATION TRAINING
A project designed to provide self-esteem training to single parent displaced homemakers. This project will offer self assessment of vocational and occupational interests, education abilities and life skills, the primary focus to target individuals entering work or education programs.

5. Career Futures, Inc. $35,000

DEVELOPING MARKETABLE SKILLS THROUGH TRAINING IN NON-TRADITIONAL OCCUPATIONS, APPRENTICESHIPS AND EMERGING TECHNOLOGY
A project designed to provide preparatory services that will increase program participants familiarity with training and career options which incorporate up-to-date and emerging technologies, to include nontraditional occupation options.

6. Women's Resource Center - Dillon $20,000

NEW OPTIONS--IBM COMPUTER LITERACY TRAINING
A project designed to provide IBM computer literacy training to displaced homemakers single parents and single pregnant women, that will lead to employment and self-sufficiency.

7. WORKPLACE $34,005

COMPUTER LITERACY/OFFICE SKILLS TRAINING FOR SINGLE PARENT/DISPLACED HOMEMAKERS/SINGLE PREGNANT WOMEN
A project designed to provide computer and modern office technology training to single parents, displaced homemakers, and single pregnant women who identify training in these areas as necessary to finding gainful employment.

8. Career Training Institute $34,351

MARKETABLE SKILLS TRAINING IN COMPUTER LITERACY
A project designed to provide single parents, displaced homemakers, and single pregnant women with training in computer literacy to become marketable for employment opportunities.

9. Dawson Community College $30,160

NEW DIRECTIONS, PREVOCATIONAL ASSESSMENT AND ADVISING
A project designed to provide prevocational, assessment and planning services to single parents, displaced homemakers, and single pregnant women seeking self sufficiency.

10. District IV Human Resource Development Council $34,959

TECHNICAL SKILLS FOR TODAY'S OFFICE
A project designed to provide single parents, displaced homemakers and single pregnant women with modern office technology skills necessary to seek gainful employment.

11. Missoula YWCA $35,000

EXPANDING COMPUTER TRAINING FOR DISPLACED HOMEMAKERS/SINGLE PARENTS

A project designed to provide displaced homemakers, single parents,and single pregnant women with the computer literacy skill necessary to be competitive in the job market.

12. Flathead Valley Community College-
Lincoln County Campus $33,447

A PROGRAM TO PROMOTE EQUITY FOR WOMEN IN NATURAL RESOURCE EMPLOYMENT
A project designed to provide single parents, displaced homemakers,and single pregnant women with competitive job seeking skills, gender equity training, and to help in the elimination of math anxiety.

For Program Year 1994, there are seven projects funded with Section 222 currently serving secondary and postsecondary programs developed to eliminate sex bias and sex discrimination for individuals in nontraditional occupations and training. Project names, recipient agency and Perkins funds awarded are as follows:

1. WORD $35,000

GEARING UP FOR NONTRADITIONAL EMPLOYMENT
A project designed to provide disadvantaged women in north western Montana with skill training and intensive preparation for entrance into nontraditional occupation employment, apprenticeship and/or education.

2. YWCA Women's Center $31,383

INCREASING GENDER EQUITY REPRESENTATION IN NONTRADITIONAL VOCATIONAL TRAINING AND EMPLOYMENT: IDENTIFICATION AND EXPLORATION
A project designed to increase and retain enrollment of nontraditional student in vocational secondary programs.

3. Career Transitions $34,958

GETTING AHEAD: NONTRADITIONAL CAREER OPPORTUNITIES AND PREPARATORY SERVICES
A project designed to provide single parents, displaced homemakers and single pregnant women with training and "on the job" field experience in preparation for career assessment and entry into nontraditional occupations.

4. Superior Public Schools $11,595

GENDER EQUITY ENROLLMENT IN TECHNOLOGY EDUCATION TRAINING

A project designed to nurture and enhance a non sexist technology curriculum, give 100% of Superior High School students information about nontraditional careers, and increase gender balanced enrollment in technology education classes.

5. Career Futures, Inc. $15,968

COMPUTER LITERACY COURSE
A project designed to provide preparatory services to assist individuals who are not enrolled in vocational education programs, to select, or prepare for participation in and appropriate vocational education or training program.

6. Grass Range High School $18,030

LOOKING AT WORLD OF WORK--NONTRADITIONAL OCCUPATIONS, NONTRADITIONAL COURSE OFFERINGS TO PROMOTE GENDER EQUITY
A project designed to expose students to the world of work, and to explore nontraditional career opportunities.

7. Flathead Valley Community College-
Lincoln County Campus $15,029

PROGRAMS PROMOTING EQUITY FOR WOMEN IN NATURAL RESOURCE EMPLOYMENT
A project designed to provide women students to necessary foundational training and experience to succeed in natural resource education and employability.

GENDER EQUITY COORDINATOR'S ANNUAL PLAN FOR THE USE OF FUNDS PROGRAM YEAR 1995

"It is the purpose of the Perkins Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population." Gender equity is emphasized throughout the Act so that national and local economies can profit from the contributions of all citizens without hindrance by the artificial limitations gender role restrictions create as "men's work" or "women's work". Women, who now comprise 45 percent of the labor force are expected to be 63 percent of the total labor force by the year 2000.

Historically, vocational education has consisted of practical instruction aimed at matching students to jobs in industry and commerce. At present six of ten working women in Montana are paid minimum wage and are unable to support themselves and their dependents without some form of assistance. Working women in Montana earn only $.505 cents as working men, and the need for continued efforts at eliminating the wage gap and providing equal

opportunity to learn and earn are needed in the pursuit to lift Montana families from poverty.

The Gender Equity Coordinator is required to develop an annual plan for the use of funds available in Sections 221 and 222 of the Act to promote gender equity in vocational and technical education. This document is the plan for Fiscal Year 1995.

BACKGROUND

Montana is the fourth largest state with a land mass incorporating 147,046 square miles, and a total population of 799,065. A state sparsely populated within an immense geographical area, Montana is largely poor and rural. Agriculture has long been the prominent industry in the state, though timber, mining and tourism are strongholds in the Montana economy. The travel distance required to provide services to Montana individuals in need of assistance creates a barrier to the conditions of the Act. Transportation costs for outreach to remote areas of the state place tremendous strain on limited funds and human resources.

"Analysis of labor market trends through the year 2000 indicates a major shift from goods-producing to service-producing industries." Service-producing occupations often pay little more than minimum wage and are frequently considered "women's work". Food service, clerical and retail positions are expected to increase in demand, and many filling these positions will be unskilled single women, and female heads of households. Occupational segregation and poverty will continue to produce economic dependance on social welfare programs and place many children in the state "at risk".

Some things to consider: By the year 2000,

* Almost all higher paying jobs will require a background in math and science.

* Women will be the Nation's greatest source of new workers.

* More women will be the sole support of their families.

* Nine of ten women can expect to spend more than thirty years in the work place.

* There will be an even greater demand for skilled workers.

* Three out of four jobs will require some training beyond high school.

As Montana women comprise 45% of the state's labor force it is imperative that those participating now, and in the future have the skills and education necessary to provide them with the opportunity to enter positions that offer good pay, benefits and the ability to lift themselves and their dependents from poverty.

As was noted in April 1989 in a report by the National Center for Research in Vocational Education, Innovation versus Turf: Coordination Between Vocational Education and Job Training Partnership Act Programs, "The fact that there are so many forms of coordination found in Montana suggest that the level of coordination within the state is high, and that local education agencies are a critical part of the state's JTPA programs...Informal networks which occasionally become formalized in time, have become an integral part of coordination in Montana. Geographic, demographic, and economic factors have also helped to emphasize the need for enhanced coordination." In fact, coordination of programs and limited resources is instrumental to the success of programs administered in Montana .

One example of the extensive coordination between programs is the Nontraditional Employment Training Project (NET) administered through Women Opportunity and Resource Development, Inc. (WORD), a displaced homemaker center located in Missoula. NET is one of three programs in the nation chosen to receive funds and technical assistance from Wider Opportunities for Women (WOW), a Washington D.C. based organization that has been involved with women's employment issues for more than 25 years. The NET Project in Montana has worked extensively with the Montana Private Industry Council, Missoula Vocational Technical School, and the Montana Department of Transportation. Funding was provided by JTPA, JOBS, and Carl Perkins.

The NET Project trained women for positions as heavy equipment operator, dispatcher, soil tester, truck driver, survey aid, laborer and sales representative for a meat company. Of the 20 participants, 16 were welfare recipients. The three week training program had a placement rate of 85% and an average salary at placement of $9.51, more than double the minimum wage.

The director of NET, Ms. Laura Rose, states, "Montana is fast becoming a forerunner in the nation due to the Missoula NET Project!" It is important to insure that programs addressing the employment needs of women and all displaced homemakers in the state have access to whatever funds may be available to them. All efforts at building a better workforce for Montana must be encouraged.

SECTION 221
SINGLE PARENT / DISPLACED HOMEMAKER / SINGLE PREGNANT WOMEN

The Final Regulations for the Carl D. Perkins Vocational and Applied Technology Act of 1990 designate the use of funds under Section 221 for individuals who are single parents, displaced homemakers, or single pregnant women. These funds may be used to provide, subsidize, reimburse or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services in preparation of vocational training that will provide marketable skills. (p.26)

The National Assessment of Vocational Education found that "There appears to be a consensus about the appropriate set of services in a program for women returning to the labor market: recruitment, counseling, courses or group sessions aimed at building assertiveness and self-esteem, referral to child care and other social services, referral for student aid, and referral to training." (July 1989)

The needs identified in Montana for use of Section 221 funds are:

PREVOCATIONAL / ASSESSMENT / CAREER COUNSELING / APPRENTICESHIP: PROGRAMS IN PREPARATION FOR VOCATIONAL EDUCATION AND TRAINING IN NONTRADITIONAL OCCUPATIONS

Most women considering a nontraditional occupation are at a distance disadvantage before they begin. Due to the social conditioning of girls in our society, girl's and women often lack a basic understanding and knowledge of what nontraditional occupations are or incorporate. This deficiency can be as simple as common tool identification, to the complexities of engine repair. Clearly, social conditioning does not place girls or women in situations that may include exposure to the common elements of traditional "men's work".

Assessment is an importance component to the success of individuals aspiring to enter nontraditional occupations. Interests and attitudes of participants must be understood and evaluated if programs are to succeed in retention and placement of individuals in nontraditional jobs. Career counseling is also important to the success of participants. Training must reflect the "real world" environment of working in a nontraditional job, whether that involves the actual work related training, or awareness of the environment and attitudes that participants may encounter upon entering a nontraditional place of work (i.e., hostility of co-workers, sexual harassment, discrimination, physical strength requirements, etc.)

In New Economic Trends For Women's Employment: Implications For Girl's Vocational Education, Lynn C, Burbridge states, "Studies have shown that women are more likely to find jobs in occupations for which they have been trained than are men," and "those familiar with these programs emphasize the importance of establishing mentor relationships and support groups for non-traditional students to help them handle the stresses they encounter. Close ties between programs and businesses also help ease the transition." (1992 p.15-16) Mentoring and apprenticeship programs can be instrumental in retention and placement of qualified participants.

COMPUTER LITERACY / OFFICE SKILLS:
PROGRAMS IN PREPARATION FOR IMMEDIATE EMPLOYMENT AND/OR CONTINUED EDUCATION OR TRAINING

Typically, women educated prior to 1980 were never introduced to the use of computers, and computers are often considered to be "masculine" in nature. The reality is that very few jobs today are isolated from the computer. From the most sophisticated jobs in computer science, to service industry jobs such as clerk in a convenience store, the computer has invaded every area of work. Basic skills are a must, and the lack of these skills can be a factor in one's ability to find employment.

For participants interested in further education or vocational training, basic understanding and ability to operate computers is a skill that will enhance their success in future programs. The "Age of Information" demands a computer literate society.

OUTREACH / DISTANCE EDUCATION:
SERVICE TO RURAL POPULATIONS AND GEOGRAPHICALLY ISOLATED INDIVIDUALS WITHIN THE AGENCY'S JURISDICTION

As a sparsely populated state within a large land mass, there are very serious barriers to service that must be addressed in meeting the needs of potential clients. Scarcity of human resources and continual decreases in financial resources make service to the most needy of Montana's population difficult at best. Displaced homemakers, single parents and single pregnant women are often isolated, placebound, and in dire need of vocational services that may not be readily available in their home communities.

The barriers most common are lack of transportation, transportation costs, child care, family support, job anxiety, limited finances, and little information of what services and job opportunities are available.

Outreach activities that provide information and service must consider the barriers inherent in attempt to reach the rural and isolated populations of the state. Projects serving those parts of

Montana with greater degrees of isolation will receive priority funding for outreach services and distance education.

ELIMINATING MATH ANXIETY AND NEGATIVE ATTITUDES ABOUT SCIENCE

Three fourths of new jobs will require some type of training and education, many requiring applied skills in math and science. Careers nontraditional to women often are based on backgrounds of math and science, creating a distinct disadvantage for women lacking basic knowledge of math and science. This deficit limits the opportunities for women in career choice and work options.

Considering the career opportunities available to Montanans in the natural resource, agriculture and extraction industries, applied math and science skills and ability may be prerequisite to securing a job.

Programs addressing ability, lack of interest and anxiety concerning math and science are necessary if women are to acquire the skills required of many nontraditional occupations presently available in the state.

SECTION 222
GENDER EQUITY

The Final Regulations for the Carl D. Perkins Vocational and Applied Technology Act of 1990 designate the use of funds under 222 for programs, services, comprehensive career guidance and counseling. and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education; preparatory services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families, and support services for individuals participating in vocational education. (26-27)

In, New Economic Trends For Women's Employment: Implications For Girl's Vocational Education, Burbridge states, "Workforce 2000, the influential study funded by the U.S. Department of Labor suggests that future labor shortages and increased demand for high-skilled labor may provide a window of opportunity for women and minorities to achieve greater economic mobility, provided that they have the necessary education and training." (1992 p.10) With this in mind, it is imperative that strong and influential gender equity programs in Montana are developed to provide the vocational education and training that individuals will need to attain the skills necessary for jobs in nontraditional occupations.

OUTREACH / INFORMATION DISSEMINATION:
PROGRAMS THAT PROVIDE INFORMATION ABOUT VOCATIONAL OPPORTUNITIES

Outreach and information dissemination are important components to vocational education and training, particularly in Montana, where long distances are a barrier to access of information about opportunities. The placement of Montana's Vocational and Technical Schools and Displaced Homemaker Centers is somewhat balanced, yet there remains large pockets of the state that are far removed from services and information. It is important to disseminate information to all sectors of the state and reach the target population that may be "hidden".

Comprehensive targeting of isolated rural areas within each region can be attained through variety of methods. The advent of technology has enhanced the ability to reach people in places formally too remote.

RECRUITMENT / RETENTION / PLACEMENT OF INDIVIDUALS IN NONTRADITIONAL OCCUPATIONS

"..the vocational system has not been very successful in moving girls and women into nontraditional jobs. This is not surprising given the findings of the NAVE (National Assessment of Vocational Education) study that relatively few resources were devoted to sex equity programs." (Burbridge, 1992, p.17) Gender equity is federally defined as 75% or less of total enrollment consisting of the same sex.

Active measures must be developed and supported in recruitment of individuals into nontraditional vocational training and education. Methods of recruitment will vary dependant on the students targeted and the needs of each program within the various regions of the state.

Though recruitment is the initial task, efforts at recruitment are meaningless to the goals of gender equity if retention is not part of the plan. Merely getting individuals into the program is not enough. Serious efforts must be made to keep participants once they enroll. Retention of participants can be addressed through a variety of pre-vocational and support services to include but not limited too: workplace environment/hostility issues, sexual harassment training, family issues and concerns, self esteem and empowerment training, physical conditioning for endurance and stamina, career counseling and assessment, support groups and mentoring programs.

Pre-apprenticeship and apprenticeship programs can be an effective means at eventual placement opportunities. This type of practical exposure and experience to "real world" working can be invaluable to the success of the nontraditional employee.

Obviously, recruitment, retention and placement efforts should be considered as a complete program. However, it is understood that some vocational programs may be at different stages of development.

TECHNICAL EDUCATION: PROGRAMS ADDRESSING MATH ANXIETY, APPLIED MATH AND SCIENCE EDUCATION AND COMPUTER LITERACY

As cited earlier in this plan, by the year 2000 almost all higher paying jobs will require a background in math and science, and there will be a greater demand for skilled workers. Projections such as this necessitate the need to encourage individuals, in particular girl's and women to overcome the attitudes and anxieties they may have about their ability to perform in math and science courses, as well as apprehension they may have about acquiring computer skills.

Long held beliefs that math and science courses are "too hard" for some students (particularly for girls and women), must be eliminated. "...as social pressure increases and career goals are formed, girl's decisions to reduce effort in the study of mathematics progressively cut women off from many professional careers." (EVERYBODY COUNTS: A Report to the National on the Future of Mathematics Education, 1989, p. 21-22)

Sex-role stereotyping has had similar effects on the choices of females concerning science and computer training as well. Convincing individuals that they can "do math and science" and operate a computer, when they have been conditioned to believe otherwise, is an integral part of success for those who choose nontraditional employment. Secondary and postsecondary vocational education must address the sex bias and stereotyping that occurs thorough curriculum, classroom behaviors, and institutional attitudes.

ADDITIONAL CONSIDERATIONS FOR PROPOSALS

Proposals for the use of SECTION 221 and 222 funds are not limited to the needs stated in the annual plan. Creativity and innovation are encouraged in light of the difficulties of providing adequate services with limited funds. However, funds will be distributed on a competitive basis with preference given to: highly ranked proposals serving displaced homemakers; highly ranked proposals that address the Gender Equity Coordinator's Annual Plan priorities; and, geographic distribution of services. All qualified proposals will be read and rated by at least five readers from a lay panel. The Gender Equity Coordinator will use the rank order of proposals when determining the funding in distribution in accordance with the State Plan.

In order to achieve geographic distribution of funds under SECTION 221, priority will be given to eligible recipients and/or qualified agencies serving displaced homemakers in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able

to provide outreach and services to displaced homemakers in rural sections of their surrounding service areas.

In order to achieve geographic distribution of funds under SECTION 222, priority will be given to high-ranking proposals from eligible recipients and/or qualified agencies serving girl's and/or women aged 14 through 25, in the areas of Kalispell, Missoula, Dillon, Butte, Bozeman, Helena, Great Falls, Havre, Lewistown, Billings, Miles City, and Glendive that are able to provide outreach and services in rural sections of their surrounding service area.

Project directors of funds granted through SECTIONS 221 and 222 are expected to have demonstrated a high level of commitment to gender equity and provide documentation of eligible Gender Equity training. Additionally, other persons involved in the administration of programs funded by the Perkins Act are encouraged to complete eligible Gender Equity training.

Gender Equity Training is provided by the Gender Equity Coordinator in an effort to eliminate sex bias and sex role stereotyping in vocational education, and to encourage the recruitment , retention and placement of gender nontraditional students in vocational programs.

Project Directors for Section 221 and Section 222 funds are recommended to receive 8 contact hours annually of Gender Equity Training, to be approved by the Gender Equity Coordinator. A proposal will not be given full points in the gender equity category if the project director does not submit documentation of current gender equity training. The Gender Equity Coordinator provides a series of workshops available for equity credit, and other options for credit must be pre-approved by the Gender Equity Coordinator. Alternative training credit options may include, but are not exclusive of: active participation in regional equity networks, equity training provided by the Office of Public Instruction, appropriate teacher in-service training and conferences, and other activities that may be submitted to the Gender Equity Coordinator for pre-approval.

Other activities that the Gender Equity Coordinator is involved with that promote nontraditional occupational training and development in the State are bi-annual in-service meetings for the members of the State Displaced Homemaker Network, Department of Labor service providers, and Job Training and Partnership Act funders that address the current concerns and needs of service providers; coordination of the State Equity Advisory Council, designed to promote gender equity in vocational technical education and employment; technical assistance to secondary and postsecondary

institutions concerning the recruitment, retention and placement of nontraditional individuals; membership with NET, the Nontraditional Employment and Training Council; and participation in a summer camp for Native American girls, aged 8-12, designed to promote nontraditional occupations, and math and science education.

The Gender Equity Coordinator is required to review all Local Applications for section 232 and 235, secondary and postsecondary applicants. All local applicants must plan to address nontraditional vocational education and training and submit an individual plan that assesses the needs of nontraditional occupational training and how they plan to address gender equity and nontraditional occupational training their program. The Gender Equity Coordinator will provide technical assistance to all funded applications as needed, and all grantees must demonstrate **active** coordination with the Gender Equity Coordinator.

VI. PLANNING

A. ASSURANCES

1. The State has thoroughly assessed the vocational needs of identifiable segments of the population in the state that have the highest rates of unemployment, and those needs are reflected in and addressed by the State plan. [403.32(a)(11); 113(b)(16)]

B. DESCRIPTIONS

1. The procedures and criteria for, and the results of, each of the assessments required by Section 403.203, including the needs identified by the assessments. [403.32(b)(1); 113(b)(1)]

In accordance with Section 403.203, Montana's State Board staff developed assessment criteria that were reviewed by representatives of the groups described in 34 CFR 400.6(c) [school administrators, teachers, parents, members of local boards of education, representatives of institutions of higher education and students] during a Perkins State Assessment Meeting that was held on June 30, 1993. The criteria that were developed included the following:

- o integration of academic and vocational education
- o sequential courses of study leading to both academic and occupational competencies
- o increased student work skill attainment and job placement

- o increased linkages between secondary and postsecondary educational institutions

- o instruction and experience, to the extent practicable, in all aspects of an industry the students are preparing to enter

- o the ability of the eligible recipients to meet the needs of special populations with respect to vocational education

- o raising the quality of vocational education programs in schools with high concentration of poor and low-achieving students

- o the relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which those programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies

- o the ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce

- o basic and higher order current and future workplace competencies that will reflect the hiring needs of employers

- o the capability of vocational education programs to meet the needs of individuals who are members of special populations.

These criteria were developed into an assessment instrument that was then sent to all secondary and postsecondary schools that have vocational-technical programs. All education agencies were required to complete an assessment for each vocational technical program in their organization. Assessments were to be completed, for each program, by vocational instructors with assistance from business and industry advisory committee members, and guidance counselors. All secondary and postsecondary assessments were returned to the State staff by October 1, 1993. State staff completed the analysis of the assessment data by November 1, 1993. [The assessment instruments and compiled data are found in **APPENDIX K.**] The Committee of Practitioners met on November 3, 1993 to provide consultation concerning the state assessment findings. During this meeting the results of the state assessments were discussed and state goals were developed based on the results of the state assessment. In addition, state and county unemployment

rates for the last three years **(APPENDIX L)** were also analyzed by the State staff for discussion with the Committee of Practitioners.

2. The plans for the use of the funds and how those planned uses reflect the needs described in paragraph (b)(1) of this section. [403.32(b)(2); 113(b)(2)]

The Committee of Practitioners met with state staff on November 3, 1993 to determine plans for the use of the funds based on the State assessment. The data analysis was reviewed and discussed to determine which areas identified by the criteria were most in need of improvement. Montana's State goals were developed based on the needs identified through the State assessment. Four goals were identified at both secondary and postsecondary levels, and two additional goals were identified at the secondary level and two at the postsecondary level. These goals with the related objectives, activities and evaluation criteria are listed below.

Goal 1. Improve the integration of academic and vocational education.

Objective
Perkins funds will be granted to eligible recipients to improve the integration between secondary and postsecondary educational institutions.

Evaluation
Annual performance reports will demonstrate that integration between secondary and postsecondary educational institutions resulted in increased student skill acquisition and job placement above local baseline data for 80% of the funded eligible recipients.

Goal 2. Increase linkages between secondary and postsecondary educational institutions.

Objective
Perkins Title III, E funds will be granted to establish articulation agreements between secondary and postsecondary educational institutions to provide expanded opportunities for lateral and upward mobility in postsecondary vocational-technical education for vocational students.

Perkins funds will be granted to eligible recipients to increase linkages between secondary and postsecondary institutions.

Evaluation
The number of articulation agreements between secondary and postsecondary educational institutions will increase over 1994 baseline by program year 1995.

The number of articulation/transfer of credit agreements within the Montana Systems of Higher Education will increase over 1994 baseline by program year 1996.

Educational opportunities for vocational students for lateral and upward mobility within postsecondary education will increase by program year 1996 over the program year 1994 baseline.

Goal 3. Improve the capability of vocational education programs to meet the needs of individuals who are members of special populations.

Objective
Perkins funds will be granted to eligible recipients to identify and meet the vocational education needs of the members of the special populations present in their student bodies.

Each funded local application must include an objective to improve gender equitable enrollment in a majority of the vocational programs of the eligible recipient(s).

Evaluation
Annual performance reports will show increase retention of student members of the special populations in the majority of funded eligible recipients.

Annual performance reports will show increased gender equitable enrollment in the majority of vocational programs of the funded eligible recipient(s).

Goal 4. Improve instruction and experience, to the extent practicable in all aspects of an industry the students are preparing to enter.

Objective
Perkins funds will be granted to eligible recipients to improve instruction and experience, to the extent practicable, in all aspects of an industry the students are preparing to enter.

Evaluation
Annual performance reports will show increase student skill acquisition in all aspects of the industry above local baseline data for 80% of the funded eligible recipients.

STATEWIDE SECONDARY

Goal 1. Improve sequential courses of study leading to both academic and occupation competencies.

Objective
Perkins funds will be granted to all eligible recipients to improve sequential courses of study leading to both academic and occupational competencies.

Evaluation
Annual performance reports will show increased student competencies in academic and occupational areas above local baseline data for 80% of funded eligible recipients.

Goal 2. Improve basic and higher order current and future workplace competencies that will reflect the hiring needs of employers.

Any statewide goal addressed at the secondary level must also address improving student work skills attainment and job placement.

Objective
Perkins funds will be granted to eligible recipient to improve basic and higher order current and future workplace competencies that will reflect the hiring needs of employers.

Evaluation
Annual performance reports will show increased student competencies in basic and higher order workplace competencies above local baseline data for 80% of funded eligible recipients.

STATEWIDE POSTSECONDARY

Goal 1. Increase student work skill attainment and job placement.

Objective
Perkins funds will be granted to eligible recipients to improve vocational programs to increase student acquisition of work skills and graduate job placement.

Evaluation
Annual performance reports will demonstrate increased student skill acquisition and job placement above local baseline data for 80% of the funded eligible recipients.

Goal 2. Improve the ability of the vocational curriculum, equipment and instructional materials to meet the demands of the workforce.

Any statewide goal addressed at postsecondary level must also address the special needs of gender nontraditional students in vocational-technical programs.

Objective
Perkins funds will be granted to eligible recipients to update curricula, equipment, and/or instructional materials and to provide personnel development to improve instructional and/or guidance staff knowledge of current and emerging demands of workplace.

Evaluation
There will be an increase over the 1994 baseline of students placed in jobs related their programs of study by program year 1996.

There will be an increase over the 1994 baseline of surveyed employers indicating appropriate preparedness of program graduates for demands of the workplace.

3. How funds expended for occupationally specific training will be used for occupations in which job openings are projected or available, based on a labor market analysis that is not limited to the area in which the school is located. [403.32(b)(6); 113(b)(7)]

All funds expended for occupationally specific training are used for occupations in which job openings are projected or available, based on state and national labor market analyses. According to the Occupational Outlook Quarterly (Fall, 1993) the fastest growing careers, nationwide, include: home health aides, human service workers, personal and home care aides, computer engineers, systems analysts, paralegals, medical assistants, medical records technicians, legal secretaries, and respiratory therapists. In Montana, the fastest growing occupations for 1990 - 1997, based on a 1992 SOICC (Montana State Occupational Information Coordinating Committee) supply and demand report, include: nursing aides/orderlies, heavy truck drivers, light truck drivers, general office clerks, restaurant cooks/food prep workers, bookkeepers, secretaries/general, sales supervisors, receptionists, clerical supervisors, carpenters and home health aides.

Vocational-technical programs that are funded at the postsecondary level are not limited to the area in which the school is located, but rather are used in the areas of growth cited in the above national and state reports. Such funded programs include: bookkeeping, accounting technology, accounting assistant, truck driving, clerk typist, data entry clerk, information processing, office/records clerk, food services management, secretarial science/technology, secretarial/stenographer, sales and marketing, retail management, registered nurse, practical nurse, receptionist, office technology, office administration, carpentry, home health care companion/aide, respiratory therapy, and computer and information sciences.

The vocational programs that are funded at the secondary level provide students with skills and knowledge in the areas of identified occupation goals. These students are then able to obtain an entry-level position in a related field, or to enter related postsecondary programs.

4. In each State plan submitted after Fiscal Year 1991, the progress the State has made in achieving the goals described in previous State plans. [403.32 (b)(7)]

The following goals were described in Montana's State Plan for Fiscal Years 1992 - 1994:

1. Increase student work skill attainment and job placement;

2. Increase linkages between secondary and postsecondary educational institutions;

3. Improve the ability of eligible recipients to meet the needs of special populations with respect to vocational education; and

4. Improve the ability of vocational curriculum, equipment and instructional materials to meet the demands of the workforce.

Based on the State assessment conducted during September, 1993, Montana has made progress in achieving the above goals. The State assessment completed for Montana's Fiscal Year 1992-1994 State Plan identified that 76 percent of the vocational programs vocational curriculum, equipment, and instructional materials did not meet the demands of the workplace. However, the State assessment conducted during September, 1993 indicated that only 14 percent of the vocational programs curriculum, equipment, and instructional

materials did not meed the demands of the workforce; an improvement of 62 percent of the programs in meeting these needs. In the area of vocational education programs to meet the needs of special populations with respect to vocational education, 57 percent of Montana's vocational programs did not meet these needs during the assessment of programs for the Fiscal Year 1992 - 1994 State Plan. The September 1993, Montana state assessment indicates that only 12 percent of vocational programs did not meet the needs of special populations with respect to vocational education; an improvement of 35 percent. Forty-six percent of vocational programs assessed for Montana's Fiscal Year 1992 - 1994 State Plan had not increased linkages between secondary and postsecondary educational institutions. The 1993 Montana State Assessment found that only 15 percent of vocational programs did not meet the criteria for increased linkages between secondary and postsecondary; an improvement of 31 percent. Sixty-three percent of postsecondary vocational-technical programs did not meet the needs of increased work skill attainment and job placement. Twenty-two percent of postsecondary vocational programs assessed during September 1993 did not meet the needs of increased work skill attainment and job placement; an improvement of 13 percent. Montana's Annual Performance Report for Program Year 1993 is attached as Appendix M.

5. The methods proposed for the joint planning and coordination of programs carried out under the Act with programs conducted under JTPA, the Adult Education Act (20 U.S.C. 1201 et seq.), Chapter 1, the IDEA, and the Rehabilitation Act of 1973, and with apprenticeship programs. [403.32(b)(10); 113(b)(14)]

None of the federal provisions of the Job Training Partnership Act (JTPA), the Adult Education Act, ESEA Chapter 1, the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, or apprenticeship programs requires review or approval of their plans for state use of funds by the State Board for Vocational Education. There are no joint funding mechanisms with the Perkins Act. There are, however, the general requirements to coordinate activities to prevent unnecessary duplication of services within the state. Each local application and grant proposal for funds must include a description of coordination of services with other eligible service providers at the local level. The following sections describe the state-level methods used for joint planning and coordination of Perkins programs with other state-level programs. All letters of coordination are included in APPENDIX N.

1. Job Training Partnership Act

   Even though there is no <u>federal</u> requirement that the Job Training Coordinating Council (JTCC) of a state seek State

Board review of the plan to use JTPA funds, it has been the policy of the Montana JTCC that the State Board be asked to review its plan for use of JTPA funds in Montana. There are also a series of other established linkages between the administration of both federal programs in Montana:

- the Montana State Plan for the use of Perkins funds, and any of its subsequent amendments, are submitted to the JTCC for comment prior to submission to the Office of Adult and Vocational Education;

- there is a JTCC member on the Montana Council for Vocational Education (MCVE) who actively participates in planning for both vocational education and job training services in Montana;

- there is MCVE representation on both of the state's Private Industry Council (PIC), as well as a representative of vocational-technical education; and

- the Office of Public Instruction administers section 123 JTPA funds and state level K-12 vocational education activities in the same division. JTPA and Perkins funds are used to jointly fund projects at the local level such as "Jobs for Montana Graduates." Both JTPA and Vocational Education officials serve on the State Occupational Information Coordinating Committees. JTPA and Perkins funds jointly support the Montana Career Information System, which provides Montana specific education and training information for occupations in Montana and the region.

At the local level, JTPA 8 percent and Vocational Education personnel serve on the local taskforces for the JOBS Act. In addition, state vocational personnel are currently members of Montana's School-to-Work Systems Development Team. Some of the most relevant joint planning and coordination of Perkins and JTPA funds occurs at the grantee level, notably among the Montana Displaced Homemaker Network (MDHN) community-based organizations (CBO). These CBOs provide pre-vocational and vocational education and counseling services to the state's displaced homemakers. Because the provisions of JTPA and Perkins do not wholly overlap, these two federal funding sources, augmented with other state funds, subsidize a fairly comprehensive range of services to these targeted populations. The effectiveness of such coordination in Montana has been documented by the National Center for Research in Vocational Education in its report entitled, "Innovation vs. Turf: Coordination between Vocational Education and Job Training Partnership Act Programs," April 1989.

The Montana Council on Vocational Education plays an active role in the planning of statewide use of vocational and JTPA funds. For example, in October of 1993, the Sixth Annual Job Training Planning Session was held in Polson, Montana for the state's Job Training Councils. The MCVE presented a panel on the school-to-work opportunities bill and the necessary coordination between JTPA and Perkins for the success of such a program.

The MCVE routinely assesses the adequacy, effectiveness and coordination of JTPA and Perkins activities as part of their federally mandated responsibilities, and reports their results to the U.S. Department of Education on a biennial basis. They are currently completing their assessment for program years 1992 and 1993.

2. Adult Education Act

There is joint planning and coordination of programs between the Adult Basic Education program and the secondary Vocational Education program at the state and local levels. At the state level, both programs are operated by the Curriculum Services Division in the Office of Public Instruction. The administrators and staff of both programs meet often to discuss common concerns. At the local level, Adult Basic Education is offered by local schools. Vocational facilities are frequently used for Adult Basic Education classes and the same teachers often instruct in both programs. Adult Basic Education Program staff have been involved in the planning for use of Perkins funds under section 231 of P.L. 101-392. These state and local coordination activities will continue.

3. ESEA Title I, Chapter 1

The method of interaction between the Chapter 1 program and Perkins activities includes the use of section 1005 dollar allotments in the formula-allocation process for funding LEA's under section 231 of P.L. 101-392 and the review of a representative sample of local applications by the Chapter 1 administrator for purposes of compliance with section 118 of P.L. 101-392. ESEA Title I, Chapter 1 funds and secondary-level Perkins funds are administered and coordinated in the Office of Public Instruction.

4. Limited English Proficient

The method of interaction between the Bilingual/Migrant/Refugee program and Perkins activities involves the review of a representative sample of local

applications by the Bilingual/Migrant/Refugee coordinator for purposes of compliance with section 118 of P.L.101-392. These programs at the secondary level are administered and coordinated in of the Office of Public Instruction.

5. Individuals with Disabilities Education Act

The administrator of this Act (formerly the Education of the Handicapped Act) reviews a representative sample of Perkins local applications for purposes of compliance with section 118 of P.L. 101-392 and also provides monitoring of the appropriate implementation of handicapped students' Individual Education Plans (IEPs), including a mandatory vocational education component. Provision of services to handicapped students is monitored during civil rights compliance reviews by Office of Public Instruction staff, as well as during periodic vocational program review.

6. Rehabilitation Act of 1973

Coordination with vocational rehabilitation agencies in the state is on an individual student basis because there are no mandatory requirements for education for adults with handicaps. Frequently, vocational rehabilitation students are referred for participation in vocational-technical education programs.

7. Apprenticeship Programs

The word "apprenticeship" occurs frequently throughout P.L. 101-392. However, there are actually few funding mechanisms apart from TECH-PREP funds for support of apprenticeship instruction. The only set-aside that was included in P.L. 98-524 that was totally eliminated from the reauthorized Perkins Act was the category of "Adults in Need of Training or Retraining." This exclusion is reflected in the emphasis on improving eligible recipient vocational programs through the 75 percent allocation process. There are requirements to coordinate the development of each local application with relevant apprenticeship programs.

8. Statewide Coordination

All of the above programs are coordinated throughout the state of Montana on both an informal and formal basis. JTPA, Adult Education, ESEA Chapter 1, LEP, IDEA and Apprenticeship are managed by the Office of Public Instruction. Copies of the coordination letters of agreement are attached in Appendix M.

6. The State's rationale for distribution of funds under the Secondary School Vocational Education Program and the Postsecondary and Adult Vocational Education Programs. [403.32(b)(13);]

The state of Montana will distribute 65 percent of the formula-allocated Title II funds to secondary vocational education eligible recipients, and 35 percent of the funds to postsecondary vocational-technical education eligible recipients. This decision was reached, by the State Board, through consultation with the Office of Public Instruction (State Education Agency), the Montana Council on Vocational Education and the Montana Committee of Practitioners, as well as through comment from the public hearings held on the Perkins Act proposed State Plan.

The rationale for the split results from consideration of the assessment of the relative academic, occupational, training and retraining needs of secondary, adult and postsecondary students. The assessment of these needs revealed both common and separate needs for improvement of vocational offerings in the State, and these needs are addressed in the State Goals for use of Perkins funds. When the relative needs of secondary and postsecondary students are examined, numerous factors must be considered.

1. Vocational education enrollments at the secondary and postsecondary levels are not statistically comparable. Student enrollment numbers at the secondary level reflect participation in vocational education ranging from one to three hours per day of instruction compared to an average of six to eight hours per day of vocational-technical instruction for postsecondary students. Vocational education at the secondary level reflects instruction for students who must attend school until the end of their compulsory education. Postsecondary students enroll in vocational-technical education on a voluntary basis. Therefore, consideration solely of enrollment "numbers" is not a reasonable basis for allocating federal funds between secondary and postsecondary education when addressing relative needs.

2. If the number of economically disadvantaged students present in the entire secondary versus postsecondary system are considered, the data is not comparable.

3. Montana has one of the lowest high school dropout rates in the nation. Approximately 20 percent of Montana high school students complete higher education programs at the baccalaureate level within a five year period, seven percent go into the military, and the remainder enter the labor force immediately out of high school, do not work or participate in postsecondary vocational-technical education. The needs of secondary vocational education students

are, therefore, preparation either for immediate employment or for productive further educational experience.

4. The statistics pertinent to adults in need of training or retraining identify a variety of needs. Adults primarily seek vocational-technical education in Montana to update their skills in their current employment, to acquire occupational skills, or to completely retrain in another occupation.

5. Historical distribution of Perkins funds between secondary and postsecondary levels reflects the impact of formula-allocation of both Handicapped and Disadvantaged categories of funds under P.L. 98-524 and P.L. 101-392 and the results of the competitive process of grant awards for the remainder of available funds.

Program Year	Granted Funds	% to Secondary	% to Postsecondary
1988	$3.9 million	49%	51%
1989	5.2 million	54%	46%
1990	4.4 million	58%	42%
1991	4.1 million	56%	44%
1992	4.2 million	65%	35%
1993	4.2 million	65%	35%
1994	4.2 million	65%	35%

Given this, it was determined that neither secondary nor postsecondary needs predominated to the exclusion of the other and that, therefore, the alternate funding procedure specified in section 233 of P.L. 101-392 would not be invoked.

The collective determination was made to base the split on a combination of past distribution of federal vocational funds between secondary and postsecondary levels and on a projection of the funds that would be necessary to meet the students' relative needs through accomplishment of the State goals at both levels. The 35/65 split allows for on-going support of both program improvement and the vocational education needs of the targeted populations at both levels.

7. A summary of recommendations made at public hearings on the State plan and the State board's response. [403.32(b)(17); 113(a)(2)(B)]

VII. ADMINISTRATION

A. ASSURANCES

1. The State board will comply with the applicable requirements of Titles I, II, III, and V of the Act and regulations implementing those requirements (including the maintenance of fiscal effort requirement in Section 403.182). [403.32(a)(1); 113(b)(3)]

2. Eligible recipients will comply with the requirements of Titles I, II, III, and V of the Act and the regulations implementing those requirements. [403.32(a)(2); 113(b)(3)]

3. The State will fund programs of personnel development and curriculum development to further the goals identified in the State plan. [403.32(a)(10); 113(b)(15)]

4. The State board will cooperate with the State council in carrying out the Board's duties under the State plan. [403.32(a)(12); 113(b)(17)]

5. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which that acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or [its employees or any affiliate of such an organization.] [403.32(a)(13); 113(b)(18)]

6. State and local funds will be used in the schools of each local educational agency that are receiving funds under the Act to provide services that, taken as a whole, are at least comparable to services being provided in schools in those agencies that are not receiving funds under the Act. [403.32(a)(14); 113(b)(19)]

7. The State will provide leadership (qualified by experience and knowledge in guidance and counseling), supervision,and resources for comprehensive career guidance, vocational counseling, and placement programs. [403.32(a)(15)(i); 113(b)(20)(A)]

<u>The following assurances, eight through eleven, are not applicable to the state of Montana and will not be addressed in the State Plan.</u>

8. Funds received under the Business-Labor-Education Partnership for Training Program will be awarded on a competitive basis solely for vocational education programs, including programs that---

a. Provide apprenticeships and internships in industry;

b. Provide new equipment;

c. Provide teacher internships or teacher training;

d. Bring representatives of business and organized labor into classrooms;

e. Increase the access to, and quality of, programs for individuals who are members of special populations;

f. Strengthen coordination between vocational education programs and the labor and skill needs of business and industry;

g. Address the economic development needs of the area served by the partnership;

h. Provide training and career counseling that will enable workers to retain their jobs;

i. Provide training and career counseling that will enable workers to upgrade their jobs; and

j. Address the needs of new and emerging industries, particularly industries in high-technology fields. [403.32(a)(27); 332(b)(1)]

9. In administering the Business-Labor-Education Partnership for Training Program, the State board will---

a. Give preference to partnerships that coordinate with local chambers of commerce (or the equivalent), local labor organizations, or local economic development plans;

b. Give priority to programs offered by partnerships that provide job training in areas or skills where there are significant labor shortages; and

c. Ensure an equitable distribution of assistance under this part between urban and rural areas. [403.32(a)(28); 332(b)(2-4)]

10. Except as provided in paragraph (a)(30) of this section, not less than 50 percent of the aggregate cost of programs and projects assisted under the Business-Labor-Education Partnership for Training Program will be provided from non-Federal sources, and not less than 50 percent of the non-Federal share will be provided by businesses or labor organizations participating in the partnerships. [403.32(a)(29); 332(b)(b)(5)]

11. In the event that a partnership includes a small business or labor organization, 40 percent of the aggregate cost of the programs and projects assisted under the Business-Labor-Education Partnership for Training Program will be provided from non-Federal sources and not less than 50 percent of the non-Federal share will be provided by participating business or labor organizations. [403.32(a)(30); 332(b)(6)]

B. DESCRIPTIONS

1. The criteria the State board will use---

a. In approving applications of eligible recipients. [403.32(b)(5)(i); 113(b)(6)(A)]

The criteria that the State board will use in approving applications of eligible recipients is outlined in the local application (APPENDIX D). These criteria include:

1. the original and one (1) copy of the complete application (including signed assessments of program quality of all vocational programs offered by the applicant agency or the consortium agencies) must be received at the Office of Public Instruction (secondary applications) or at the Office of the Commissioner of Higher Education (postsecondary applications) by no later than 5:00 p.m. on Tuesday, March 1, 1994;

2. the applicant must be an eligible recipient;

3. all required assurances and waiver requests must be signed;

4. the application must contain substantive responses to ALL information requested;

5. the targeted populations have been identified and the needs of those students are being addressed in a meaningful way. This will be assessed by the state staff charged with the responsibility for administering Chapter 1, LEP, handicapped services, and the P.L. 101-392 gender equity program;

6. the planned use of funds corresponds to the targeted and allowable uses of funds; and

7. the plan is considered realistic to achieve the objectives of the application.

2. The methods of administration necessary for the prompt and efficient administration of programs under the Act. [403.32(b)(8); 113(b)(10)]

A copy of Montana's governance structure for vocational-technical education is attached as APPENDIX O.

The Montana Board of Regents/Office of the Commissioner of Higher Education contract with the Office of Public Instruction for the administration of secondary Perkins funded eligible recipients [CONTRACT IS FOUND IN APPENDIX P]. The Board of Regents/Office of the Commissioner of Higher Education is responsible for postsecondary education in the state of Montana, while the Office of Public Instruction is responsible for all K-12 education in the state. Therefore, the two agencies work closely together to administer Montana's Perkins funds and to provide technical assistance to all eligible recipients.

3. Procedures by which an area vocational educational school, intermediate educational agency, or local educational agency may appeal decisions adverse to its interests with respect to programs assisted under the Act. [403.32(b)(11); 113(b)(22)]

There are three levels of appeals available to citizens of Montana Concerning state and local decisions that affect their interests in the character of vocational education programs assisted with P.L. 101-392 funds. One level of appeal relates to development of the Perkins local application by the LEA. the second level of appeal concerns state decisions concerning the acceptability and/or funding of the local applications or competitively-awarded grants in accordance with the terms of the Act and the State Plan. The third level of appeal addresses any requests for payback of Perkins funds.

1. Local decisions concerning the prioritization of how Perkins allocations will be spent by an LEA as documented in its local application may be appealed to the county superintendent of schools by parents, students, teachers and/or concerned area residents through the controversy appeals and hearings process described in state law in section 20-3-210, MCA. (NOTE: This appeal procedure in regard to the development of the local application by the LEA does not apply to, nor in any way substitute for, the due process provisions specified in the "Administrative Rules of Montana: in sections 10.16.2401 through 10.16.1417 relating to the education of an individual handicapped child.) The county superintendent's decision may be appealed to the superintendent of public instruction according to the provisions of section 20-3-107, MCA. (See

Appendix Q of this Plan for copies of these Montana Code Annotated sections.)

2. State implementation of P.L. 101-392 through staff decisions concerning the acceptability of any local application or portion of such application, denial or funding, or requested repayment of funding may be appealed to the State board through Montana Board of Regents of Higher Education Policy 203.5.2. (See APPENDIX R of this Plan for a copy of this policy.) For the purposes of appealing state staff decisions on the denial of funding of a local application or portion thereof, the decision of the Assistant Commissioner for Technical Education, who functions as Montana's State Director of Vocational Education under P.L. 101-392, shall be considered the equivalent of a decision reached by a campus dean or president under this policy.

   The process to be followed in appealing state level funding decisions or requests for repayment to the Assistant Commissioner for Technical Education is as follows:

   1. A request for an appeal hearing must be filed by the eligible recipient or community-based organization within ten (10) days of the receipt of a denial of funding notification from the Office of Public Instruction (secondary level local applications), or from the Office of the Commissioner of Higher Education (postsecondary local applications).

   2. A hearing before the Assistant Commissioner for Technical Education must be conducted within thirty (30) days of the receipt of a request for hearing from an eligible recipient or community-based organization.

   3. The Assistant Commissioner for Technical Education shall issue the decision reached as the result of the hearing within two working days of the hearing.

   An appeal of the Assistant Commissioner's decision must follow Board of Regents policy 203.5.2.

State board decisions may be appealed through the appropriate federal court.

4. The State corrections educational agency or agencies designated to administer vocational education programs assisted under the Act, and the plan for the use of funds provided under Section 403.180(b)(5). [403.32(b)(14);]

There are two state corrections educational agencies in Montana: the Department of Corrections and Human Services and the Department of Family Services. Both agencies are given the opportunity to submit an annual Plan for Corrections Education to secure one percent of the basic grant funds to fund vocational education activities that meet the requirements of section 225 of P.L. 101-392. Each one-year plan is evaluated according to the criteria shown on the rating form in APPENDIX S. The State board reserves the right to fund either complete plans or portions of plans in order to best meet the intent of the federal Act in the use of these funds.

5. Any delegation of functions under Section 403.12(c). [403.32(b)(15); 111(a)(2)]

The Montana State Board delegates administration of Perkins funded secondary projects to the Office of Public Instruction (State Education Agency) as explained above in Description number four.

6. The manner in which the State board will comply with the applicable requirements of Titles I, II, III, and V of the Act (including the maintenance of fiscal effort requirements in Section 403.182). [403.32(b)(16)]

Montana will meet the maintenance of fiscal effort requirements in Section 403.182. The fiscal year per student, or the aggregate expenditures of Montana, from Montana state sources, for vocational education for the fiscal year 1995 will at least equal Montana's effort or expenditures for vocational education for fiscal year 1994. The same holds true for fiscal year 1996 in comparison with fiscal year 1995.

The Governor and the state Superintendent of Public Instruction jointly established a technical committee to look at the future needs of agriculture education in Montana. This committee was composed of business people involved in agriculture, agriculture teachers, and teachers educators from the state university system. Their charge was to develop a long range plan for agriculture education in Montana. This they did and presented it to the Governor, state Superintendent and state legislature.

The State Superintendent designated a committee to look at developing a new secondary vocational education funding plan. The

committee is made up of vocational educators, vocational education staff from the Superintendents office, the executive director of the State Council on Vocational Education and members of the business community. The committee was active during the recent special session of the legislature and was instrumental in maintaining current funding for vocational education. The committee is continuing it's work to develop a new secondary funding plan to present to the next regular session of the state legislature.

The statewide needs assessment addressed the utilization of state labor market information. The Montana Career Information System which has been approved as the states career information system by the SOICC contains Montana specific labor market information. The use of this system by LEA greatly increased the last three years. A major reason for the increase in MCIS's availability to students is the result of the first statewide needs assessment that indicated a need for improved career guidance. Many LEA's utilized part of their 75% basic grant allocations to secure the MCIS system for their students.

The state expends a portion of their State Leadership funds on professional development and curriculum development. In addition, many LEA's utilize a portion of their 75% basic grant for teachers and counselor inservice. Montana has long required teacher inservice when ever federal funds are used to purchase equipment.

The state staff conducts various workshops each year. The various vocational disciplines conduct annual teacher updates on selected topics. The state funds an annual state inservice conference in conjunction with the Montana Vocational Association's fall conference. This effort provides training to about 350 teachers each year. The Tech Prep consortiums have also conducted workshops each year.

To eligible for a competitive grant under the State Leadership funding, an application must have statewide impact. Often the statewide impact requirement is addressed by providing inservice training opportunities. The RFP for Montana's State Leadership, Section 201 funds is attached as APPENDIX T.

Each LEA applying for Perkins funding must sign assurances that state and local funds will be used in their schools to provide services which, taken as a whole, are at least comparable to services being provided in their schools which are not receiving Perkins funds. This however, is not difficult for most Montana schools since only four of 164 school operate more than one school. Documentation of comparability of services for the purpose of P.L. 101-392 will be satisfied by the same annual documentation required

for demonstration of comparability of services of recipient of ESEA Chapter 1 allocation.

The state has encouraged guidance and counseling by adopting the National Career Development Guidelines and the new state guidance and counseling guidelines.

The SEA has joined forces with the state Department of Labor and Industry to put on the ICDM workshops to improve guidance and counseling for several years. The new Standards and Guidelines for Secondary Vocational Education in Montana also contain requirements for career guidance and counseling.

As a result of local needs assessments required as part of the overall statewide assessment, many LEA expended all or a portion of their 75% basic grant allocation to improve their career guidance and counseling programs.

Statewide leadership funds have been utilized to improve career guidance. Expenditures for career guidance and counseling has exceeded the 1988 level each year.

The State's Career guidance program provides services to all students. The following table displays the degree of special populations participation in Perkins funded guidance projects.

VOCATIONAL COUNSELING

Special Populations	Number	Percent of Enrollment	Percent of Reported Change
Handicapped	287	3.5%	28%
Disadvantaged	1220	14.8%	48%
LEP	18	.002%	100%
Males	4277	51.9%	55%
Females	3880	48.1%	55%
Total Enrollment	8236	100%	55%

The State Board of Public Education has established a minimum of school accreditation standard for full time counselor to 400 students at the elementary and secondary school level. At the post

secondary level all schools provide career counseling, placement, and financial aid assistance.

7. How the State will determine which LEAs are located in a rural sparsely-populated area for purposes of Section 403.112(d)(3). [403.32(b)(18)]

Section 231(b)(2) specifies the waiver criteria of the $15,000-minimum-grant-or-consortium requirement for LEAs. The first waiver criterion is that the LEA is located in a rural, sparsely-populated area. Montana is the fourth largest state in the nation in terms of square miles of area, but ranks 44th in the nation according to the 1990 Census. Of the 168 schools, 130 have been identified by the U.S. Department of Education as high schools with "Rural Locale" designations according to NCES CCD data for FY 1989 as reported by the Office of Public Instruction in March of 1990. Therefore, the State Board determined that any school with that rural designation had achieved the waiver criterion.

The second waiver criterion is that the LEA demonstrates that it is unable to enter into a consortium for purposes of providing services under Part C of Title II. Each LEA receiving an allocation of less than $15,000 that has the rural designation described above and that wishes to waive the consortium requirement must submit documentation substantiating that it is unable to form such a consortium to provide vocational education in accordance with the Act an must sign a waiver request. Each such request will be evaluated on a case-by-case basis, with geographic distance between possible consortium members as a major determining factor in granting approval for the waiver.

8. A statement, if any, from the State advisory council on vocational education reviewing and commenting on the State plan. [403.32(c)(1)]

9. As necessary, the State's reasons for not accepting the recommendations of the State Committee of Practitioners for modifying standards and measures to be used in the statewide system of core standards and measures of performance. [403.32(c)(2)]

Montana has accepted the recommendations of the State Committee Practitioners for modifying standards and measures to be used in the statewide system of core standards and measures of performance.

10. As necessary, the State's response to any objections raised by State agencies consulted during the development of the State plan as required by Section 403.31(e). [403.32(c)(3); 114(a)]

The State board is the State agency, in Montana, that is responsible for supervision of community college, technical institutes, and other two-year postsecondary institutions primarily engaged in provided postsecondary vocational education. The Office of Public Instruction, the Montana's State agency responsible for secondary education, contracts with the State Board to administer Perkins funded secondary vocational programs. Both of these agencies, with the assistance of the Montana State Council of Vocational Education, are involved in the development of the State Plan as required by Section 403.31(e).

VIII. CONSUMER AND HOMEMAKING EDUCATION

A. DESCRIPTIONS

1. A State shall use not less than one-third of its allotment under the Consumer and Homemaking Education Program in economically depressed areas or areas with high rates of unemployment of projects, services, and activities designed to improve the home environment and quality of family life. [403.151(a); 312(c)]

Montana's total Consumer and Homemaking Education allocation is currently $170,576. After removal of the 6% Administration set-aside that is allowed ($10,234.76), one-third of the remaining $160, 341.44 equals $53,447.15, which is the amount set-aside to be distributed to economically depressed areas. The Montana Department of Labor and Industry, Research and Analysis Bureau publishes a monthly Statistics in Brief which identifies "Labor Surplus Areas" in Montana. The correlation of unemployment to economic depression is used to determine where our depressed allocation monies are spent. (To qualify, an area must have had an average unemployment rate of 7.4% or greater for the previous two calendar years.)

Montana does not have any pre-identified subrecipients of the CHE funds. All funds are distributed on a competitive basis (ensuring that the one-third economically depressed requirement is met) or set aside for state leadership in consumer and homemaking education by the home economics education specialist.

All eligible proposals are read and evaluated by a team. The evaluation tool is disseminated with the project proposal for the benefit of project writers. Each project is read by at least two readers. If the scores arrived at by two readers differ by twenty points or greater, the project is read by a third reader and the three scores are averaged. Projects are ranked, with the Labor Surplus Areas identified first in those projects that rank the highest. Once the money allocated for economically depressed areas

is designated, then the remaining funds are issued to qualifying projects until all of the CHE money is consumed.

2. The State shall use the funds for this program for projects, services, and activities---

a. For residents of economically depressed areas; [403.150(b)(1); 312(a)(1)]

All school districts are sent one copy of each of the Carl Perkins request for proposal packets in early November prior to the March 1 deadline for receipt of completed project proposals. Each packet states the uses of the funds in accordance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Areas that know they have high unemployment can determine their likelihood to obtain a grant under Consumer and Homemaking Education by researching the Statistics in Brief to see if their county is one of those identified as a "labor surplus area."

b. That encourage the participation of traditionally underserved populations. [403.150(b)(2); 321(a)(2)]

The first step used to evaluate effectiveness of projects submitted for Consumer and Homemaking Education funds is to determine if (A) one of the six state goals has been addressed in the development of the project. Projects must also address at least one of four purposes as part of the Consumer and Homemaking application. (B) The team of readers determines how successful each proposal is against the evaluation instrument enclosed and tabulates each total. (C) At two professional meetings per year and through telephone and written correspondence, the home economics education specialist is able to provide technical assistance to project directors. (D) Through a written narrative report submitted upon completion of the project, the home economics specialist is able to advise project directors how they can continue to use curriculum, equipment, or inservice education consistently within Carl Perkins law and regulations. The home ec specialist can also advise potential project directors on how to write and implement a quality Consumer and Homemaking Education project.

The RFP for Consumer and Homemaking Education is attached as APPENDIX U).

3. The State shall use the funds for this program for projects, services, and activities that encourage, in cooperation with the individual appointed under Section 403.13(a), the elimination of sex bias and sex stereotyping. [403.150(b)(3); 312(a)(3)]

All Consumer and Homemaking Education proposals are required to describe the steps they plan to use to eliminate gender bias and stereotyping in their program. The common steps deal with classroom management, improving access to current technology, improving placement of program offerings in relation to other classes offered, plus dealing with the attitudes conveyed through family, school and community. This information has not been gathered in a measurable form during program years 1992 - 1994, however, but beginning in 1995 and 1996 at least one objective is required in relation to elimination of gender bias and stereotyping. This will allow for future tabulation of measurable gain in this area.

Gender equity workshops are conducted by the Gender Equity Specialist with the Office of the Commissioner of Higher Education. Project directors are encouraged to participated in one of these workshops, or any other workshop of similar content that is approved by the Gender Equity Specialist. Project directors must show their participation certificate (not more than two years old) and are awarded points on the evaluation of their project proposal. Potential project directors are made aware of the necessity of participation in gender equity training to give themselves the greatest opportunity for success in their proposal evaluations.

4. The State shall use the funds for this program for projects, services, and activities---

a. That improve, expand, and update Consumer and Homemaking Education Programs, especially those that specifically address needs described in paragraphs (b)(1),(2), and (3) of this section. [403.150(b)(4); 312(a)(4)]

b. That address priorities and emerging concerns at the local, State, and national levels. [403.150(b)(5)]

One of the eligibility components for all Consumer and Homemaking Education grants is to address one of Montana's six state goals for improvement of vocational education. In addition, the Consumer and Homemaking Education proposals are required to address at least one of four purposes-- encouraging participation of the five special populations, conducting programs for the economically depressed, helping to eliminate gender bias and stereotyping and addressing specific priorities and emerging concerns of the home and family.

5. A State may use, in addition to funds reserved under Section 403.180(b)(4), no more than six percent of its allotment under this program for State administration of projects, services, and activities under this program. [403.151(c); 313(b)]

The full-time home economics specialist administers the Carl Perkins Title III, Part B funds, within the regulation and the law. In addition, this position is responsible for reviewing and evaluating secondary home economics programs that apply for state vocational funding, leading the Montana Association of Future Homemakers of America/Home Economics Related Occupations, cooperating with post-secondary education to assist in curriculum development and inservice education, providing technical assistance to teachers and administrators, participating in professional organizations that promote home economics (AVA/MAVHET, AHEA/MHEA, NASSVHE), together with the responsibilities of professionalism, promoting positive working relationships with co-workers, following office procedures, and communicating effectively, both orally and in writing. The Consumer and Homemaking Education funds (Title III, Part B) funds are a major resource for home economics programs in efficiently preparing students to do the work of the home and family.

The current home economics specialist's qualifications include a Bachelor of Science degree in Home Economics and a teaching certificate in home economics. In addition, the home economics specialist has taught home economics for eight years at the kindergarten through twelfth grade levels.

IX. COMMUNITY BASED ORGANIZATIONS

A. ASSURANCES

a. The State board also may establish requirements relating to the contents of the [CBO] applications, except that each application must contain---

(1) Assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth, ages sixteen through twenty-one, inclusive.
[Section 403.141(b)(3)]

(2) Assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought.
[Section 403.141(b)(4)]

(3) **Assurances that the projects conducted by the community-based organization will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the State. [Section 403.141(b)(7)]**

B. DESCRIPTIONS

a. The State board also may establish requirements relating to the contents of the [CBO] applications, except that each application must contain---

(1) An agreement among the community-based organizations and the eligible recipients in the area to be served that includes the designation of one or more fiscal agents for the project. [Section 403.141(b)(1)]

(2) A description of how the funds will be used, together with evaluation criteria to be applied to the project. [Section 403.141(b)(2)]

(3) A description of the efforts the community-based organization will make to collaborate with the eligible recipients participating in the joint project. [Section 403.141(b)(5)]

(4) A description of the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into the vocational education programs. [403.141(b)(6)]

In Montana, uses for Title III, Part A funds may be used for:

- Outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocation education, employment or other education and training;

- Transitional services such as attitudinal and motivational prevocational training programs;

- Prevocational educational preparation and basic skills development conducted in cooperation with business concerns;

- Special prevocational preparation programs targeted to inner-city youth, non-English speaking youth, Appalachian youth [rural isolated youth], and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;

- Career intern programs;

- Model programs for school dropouts;

- Assessment of students' needs in relation to vocational education and jobs; and

- Guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

A copy of Montana's request for proposal for Title III, Part A funds is included in APPENDIX V. Each proposal for the use of these funds must include:

1. An agreement among the community-based organization(s) and the eligible recipient(s) in the area to be served that includes the designation of one or more fiscal agents for the project;

2. Assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth, ages sixteen through twenty-one, inclusive;

3. A description of the efforts the community-based organization will make to collaborate with the eligible recipients participating in the joint project; and

4. Assurances that the project conducted will conform to Montana's core standards and measures.

The following community-based organizations have been funded with Title III, Part A funds during program years 1992 through 1994:

Program Year 1992	Career Development Program Opportunities Industries
Program Year 1993	Career Development Program Career Futures Young Families

Program Year 1994 Career Development Program
WORD FUTURES, Inc.

The efforts made to address the needs of academically and economically disadvantaged youth in Title III, Part A programs funded by Montana have included a variety of activities. These activities include career development, goal setting, job search, career assessment, interest tests, developing an education/job placement plan, employment placement assistance, career workshops with nontraditional components, and guidance and counseling services.

The standards and measures used to evaluate the effectiveness of community-based programs funded by Montana are Montana's Initial Core Standards and Measures (APPENDIX E). All community-based programs are evaluated in terms of student progress and/or student outcome.

X. TECH-PREP EDUCATION

A. DESCRIPTIONS

a. The application must include a description of---

(1) The requirements for State board approval of funding of a local tech-prep education project, including---

(a) Whether the State board intends to make awards on a competitive basis or on the basis of a formula; and

The State board makes all awards for Tech-Prep funds on a competitive basis. All eligible recipients must submit a proposal in response to the state RFP (request for proposal). These proposals are rated objectively based on the published criteria.

(b) If a formula is to be used, a description of that formula;

No formula is used to award tech-prep funds.

(2) How the State board will perform the following:

(a) Approve applications based on their potential to create an effective tech-prep education program as described in Section 406.3(b).

As evident in the copy of Montana's Tech-Prep RFP (APPENDIX W), the state approves applications based on their potential to create an effective tech-prep education program as described in Section 406.3(b). Montana's tech-prep RFP specifically requires any tech-prep program to:

1. be carried out under an articulation agreement between the participants in the consortium;
2. consist of two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications and technologies designed to lead to an associate degree or a two-year certificate in a specific career field;
3. include the development of tech-prep education program curricula appropriate to the needs of the consortium participants;
4. include in-service training for teachers that:

a. is designed to train teachers to effectively implement tech-prep education curricula;
b. provides for joint training for teachers from all participants in the consortium;
c. may provide such training in weekend, evening and summer sessions, institutes or workshops;

5. include training programs for counselors designed to enable them to more effectively:
   a. recruit students for tech-prep education programs;
   b. ensure that such students successfully complete such programs;
   c. ensure that such students are placed in appropriate employment;
6. provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of tech-prep education program services appropriate to the needs of such individuals; and
7. provide for preparatory services which assist all participants in such programs.

Each such program may (1) provide for the acquisition of tech-prep education program equipment; and (2) as part of the program's planning activities, acquire technical assistance from State or local entities that have successfully designed, established and operated tech-prep programs.

Montana gives special consideration to applicants that---

Provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs;

Are developed in consultation with business, industry, and labor unions; and

Address effectively the issues of dropout prevention and re-entry and the needs of minority youth of limited English proficiency, youth with disabilities, and disadvantaged youth.

The presence of the above factors in applications receive bonus points in the rating process.

Montana ensures an equitable distribution of assistance between urban and rural consortium participants through the RFP review process. Eighty-two percent of Montana's high schools have been classified as rural isolated by the U.S. Department of Education.

Therefore, the majority of districts joining tech-prep consortiums will be rural isolated.

(3) How the State board will ensure that local recipients meet the requirements of this program; and

The State board ensures that local recipients meet the requirements of the tech-prep program through a complete review of all applications, a review of all funded projects at the end of each program year, and the on-site monitoring of a number of programs.

(4) How activities will be coordinated with other tech-prep education programs, services, and activities provided under the State plan. [Section 406.10]

Montana does not fund any other tech-prep programs other than those granted under the Perkins Act. Montana's tech-prep programs started two and one-half years ago. There are four funded programs, which are all a combination of two years of secondary and two years of postsecondary vocational education. Once students have completed the postsecondary portion of the tech-prep program, they are assisted by the institutions' placement program.

Both the secondary and postsecondary vocational education programs have local advisory councils composed of business, industry and labor representatives.

Members of special populations are given equal access to all vocational programs including tech prep programs.